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ABSTRACT

This study assesses the programs and services offered to persons with special needs in Wisconsin, focusing on their appropriateness and availability. Its overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs in this area, including an evaluation of possible strengths and weaknesses, (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin, and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in the 1968 Vocational Education Amendments. Specifically, the objectives of this study include: (1) an evaluation of program effectiveness in meeting educational goals in this area, (2) a determination of the degree to which vocational programs serve the disadvantaged and handicapped, (3) a description of the administrative structure and delivery system for these services, (4) an identification of program output, and (5) the highlighting of several ongoing projects. (Author/AG)

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Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs

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Conducted for the
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Vocational and Technical Education

1972

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PREFACE

The State Board, Advisory Council, Governor and Legislature have all exhibited strong interest in improving services to the disadvantaged and handicapped residents of this state. Wisconsin's Vocational, Technical and Adult Education system serves an impressive array of persons who are determined eligible for projects funded under the Vocational Education Amendments of 1968. Some are receiving, and may be nearing completion of a sequence of services from other social institutions, or they may be individuals from the community at large who are somehow kept from reaching their vocational objectives because of their handicap. Special efforts of the post secondary and secondary schools reach target areas of highly concentrated social and economic need. These areas may be in rural Wisconsin or they may be in the severely deprived areas of cities, such as, Milwaukee. These special programs usually include participation and cooperation with numerous other service programs such as those offered through the Division of Vocational Rehabilitation, Model Cities, Neighborhood Youth Corps and others.

The Vocational Education Act of 1963, designated that federal funds be provided, for the first time, to persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs. Six years later the National Manpower Policy Task force evaluated the effect of the 1963 legislation on vocational programming for the handicapped and disadvantaged and concluded that "the special needs of those who cannot succeed in a regular vocational program is still being largely ignored or neglected by the educational community."[1] The Vocational Amendments of 1968 provided a way to bring about the necessary changes. Unlike the 1963 Act, they require that substantial amounts of federal funds be allocated for the handicapped and disadvantaged, that special target populations be served and that innovative programs be developed to meet their needs. Emphasis is on making vocational education accessible to those who, because of their handicap or disadvantage, find themselves outside the mainstream of vocational education.

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[1] Evans, R.N. and others, EDUCATION FOR EMPLOYMENT: THE BACKGROUND AND POTENTIAL OF THE 1968 VOCATIONAL EDUCATION AMENDMENTS. A joint publication of the Institute of Labor and Industrial Relations, The University of Michigan and the National Manpower Policy Task Force, Ann Arbor, Michigan, 1969.

For purposes of the 1968 Amendments, the disadvantaged are broadly defined as individuals with academic, socio-economic, cultural or other handicaps preventing them from succeeding in regular vocational education programs. These handicaps may result in economic and/or cultural neglect, delinquency or linguistic isolation. The handicapped include the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons.

The Amendments are clearly intended to extend vocational programs to new population groups in the community who could benefit from vocational training:

> It is the purpose of this title to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[2]

Wisconsin's Vocational, Technical and Adult Education system has responded to the challenge of the 1968 Amendments by providing the handicapped and disadvantaged with a variety of programs to enhance their opportunities for gainful employment.

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[2] 1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963, "Declaration of Purpose," Sec. 101.

This study assesses the programs and services offered to persons with special needs and highlights a number of innovative projects. The overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs for people with special needs, including an assessment of its possible strengths and weaknesses from which the State Advisory Council can draw conclusions and make recommendations; (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in Section 104 of the 1968 Amendments. More specifically, the study will attempt to (1) evaluate how effectively Wisconsin's State Board of Vocational, Technical and Adult Education has met its broad objectives for people with special needs, (2) determine the degree to which vocational programs are serving the handicapped and disadvantaged groups defined by the Act, (3) identify the administrative structure and delivery system through which services are offered, (4) identify program output and (5) highlight several ongoing projects. Although this study provides a close look at a few of the many special needs projects, its primary interest is with the appropriateness and availability of services for persons with special needs.

The high priority which Wisconsin places on services to persons with special needs is reflected in the membership of the State Advisory Council on Vocational Education. Of the twenty members on the Board, nine are knowledgeable about and represent the interests of the handicapped and disadvantaged. The Council's continuing efforts toward improving services to State citizens with special needs is demonstrated by this request for an assessment of vocational, technical and adult programs for the handicapped and disadvantaged. Wisconsin's Council is one of the first in the nation to call for an evaluation of vocational programming for special target groups.

Merle E. Strong, Director
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ACKNOWLEDGEMENTS

This assessment of Wisconsin's vocational programs for persons with special needs was made possible through the generous cooperation of many people and agencies in the state. The study director wishes to recognize the considerable contributions of staff members of the Wisconsin State Board of Vocational, Technical and Adult Education and the Department of Public Instruction for their willingness to openly share both ideas and information relating to persons with special needs. Harold Sahakian, a vocational education consultant in the Bureau of Community and Special Project Coordination, was particularly helpful in providing valuable time, assistance and support during all phases of the study.

Insight into the administration, successes and needs of programs for the handicapped and disadvantaged at the district level was provided by district directors and local vocational education coordinators who took time from their busy schedules to answer our special needs questionnaire. The enthusiasm of project staff and their concern with providing the best possible programs for persons wtih special needs was indeed gratifying. They contributed valuable information about individual programs and needs for the highlights chapter.

The study director is particularly indebted to Larry Jacobsen, a specialist with the Center for Studies in Vocational and Technical Education, who was principally responsible for compiling and editing materials for the report. Assistance for the chapter on program funding was given by Eugene Bogard, an adult education administrator in VTAE District 10, who served as a short term consultant.

Finally, the members of the State Advisory Council and its subcommittee for this study are acknowledged for their continuous support, interest and ideas.

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CHAPTER I

GOALS OF VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

The 1968 Amendments to the Vocational Education Act of 1963 are specifically aimed at providing vocational education to individuals who because of handicapping conditions cannot succeed in a regular vocational education program.[1] For administrative purposes the State Board identifies certain target areas and populations. These areas and populations usually have a substantial number of persons with special needs and are useful for determining places where disadvantaged and handicapped funds are most likely to be effectively used. The Amendments, however, are aimed at individuals and at remediating vocational handicaps through ancillary or supportive services. Unquestionably, programs offered to individuals with special needs have broader social and economic implications. The Amendments address themselves to some of our most serious economic and social problems, including, unemployment, urban and rural poverty, racial inequality and manpower shortages.

Providing vocational programs to persons with special needs has long been a commitment of Wisconsin's Vocational, Technical and Adult Education system. The Amendments have provided the means for many vocational schools to increase their commitment to persons with special needs through the development and expansion of programs and services. More and more schools are reaching out into the community to offer vocational training. Offering programs, however, is not without its difficulties. Local school budgets are shrunk by inflation, students continue to drop out of schools at high rates, enrollments show a rapid increase and the employment picture looks bleak. In reviewing manpower needs in Wisconsin, the State Manpower Planning Council concluded:

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[1] Regular program means one with (1) standards, rules and regulations approved by the State Board of Education, (2) a set rate of progress and specific occupational skill objectives and (3) specific entrance requirements. SUGGESTED UTILIZATION OF RESOURCES AND GUIDE FOR EXPENDITURES (Rev. Ed.), U.S. Department of Health, Education and Welfare, Office of Education, June, 1972.

> With expectations that the number of unemployed will not recede below 90,000 during fiscal '73 and realizing that untold additional unemployed persons are not reflected in official statistics, the development of new job opportunities must be the ultimate priority of our manpower efforts.[2]

It has been projected that unless employment grows by nearly thirty percent in the '70's, Wisconsin's unemployment will be 7.7 percent by 1980.[3]

A difficult employment situation is doubly difficult for the handicapped and disadvantaged. Goals for programs and services for persons with special needs, therefore, need to be realistic and workable, taking into account Wisconsin's changing manpower needs. It is the intent of the Amendments that "...those with special education handicaps ...have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."[4]

Goals for the 1971-73 Biennium

In the 1969-71 BIENNIAL REPORT the Wisconsin Board of Vocational, Technical and Adult Education set forth its goals for persons with special needs. Achieving these goals was considered critical to providing quality vocational, technical and adult education to handicapped and disadvantaged individuals. These goals relate to five major areas:

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[2] State Manpower Planning Council. WISCONSIN COMPREHENSIVE MANPOWER PLAN, FY 1973. Madison, 1972, p. 3.

[3] Op. Cit., p. 2. This compares with an unemployment rate of 5.2 percent in 1971.

[4] 1968 AMENDMENTS.

(1) modifications in curriculum, (2) encouragement of vocational staff and community support for special needs programs, (3) provision of special supportive services, (4) expanded follow-up procedures, and, (5) problems of returning Vietnam veterans.

The State Board committed itself to improving the quality of services in existing programs for citizens with special needs by:

A. Adapting curricular content to effectively meet the individual special needs of disadvantaged and handicapped citizens through:
   Open-ended programs whereby a person may enter the program at any time and during hours which he can attend, progress at his own ability and become employed when he is ready. Development of behavioral objectives and achievement goals which will lead to meaningful credentials for employment and advancement. Provision of a wide variety of instructional methods, including audio-visual, multimedia, hands-on-real equipment, work experience, and on-the-job methods of instruction.

B. Sensitizing state and local government to the unique needs of the disadvantaged.
   Provide in-service training programs which will sensitize state and local administrative and instructional personnel to the unique needs of the disadvantaged. Include in staff meetings and communications media regular progress reports on services delivered and evaluation reports on effectiveness of services. Encourage inter-agency and public and private sector involvement through advisory committees, ad hoc committees, and inter-agency utilization of resources and personnel.

C. Providing special supportive services to ensure student success.
   Outreach of services--utilizing mobile facilities (especially for rural areas) and other local public and private facilities on an outreach basis. Recruitment of students by utilizing para-professionals and peer group representatives, and inter-agency articulation. Provide orientation, communication, and pre-vocational education programs. Provision of remedial instruction to overcome academic deficiencies. Provision of tutoring and coaching to encourage the student's regular attendance habits, continuation of his vocational education, completion of his training, and success on the job. Provision of vocational diagnosis, assessment, counseling and guidance. Provision of special transportation facilities and services which would make the comprehensive Vocational, Technical and Adult Education schools more accessible. Provision of special education equipment, services and devices, and reader and interpreter services. Provision of practical consumer education as a supplement to job training to enable the disadvantaged to avoid deceit and fraud in the marketplace.

D. In-depth, expanded, meaningful follow-up procedures and services. Gather individual student profile information. Design program of services to meet individual needs, assess effectiveness of program, re-design program to more effectively induce student progress. Match records with other agencies in order to articulate services and avoid unnecessary duplication of services. Follow-up students at completion of vocational education in order to determine success on the job and to determine need for and provide continuing education services.

E. Provide extensive encouragement to the returning veteran, pointing out how vocational education can and will serve him. Open entry/open exit scheduling to permit his enrollment at any time. Development of individualized instruction through learning packages, programmed materials.[5]

This study is concerned with how successfully the State Board has met these goals for persons with special needs.

Implementing the 1968 Amendments

Before looking at particular aspects of State Board programs for the handicapped and disadvantaged, it would be useful to review the provisions made for special groups under the 1968 Amendments. The State Board places emphasis on accepting a person where he is, then helping him "...develop his skills, knowledge, attitudes and appreciation to the full potential in order to prepare him for work and to help him improve as a happy, self-sufficient and responsible citizen."[6] Figure 1 provides a model for the implementation of programs under the 1968 Amendments. Implementation is viewed as involving three basic components: (1) the person, (2) programs and services and (3) employment. Identification of a person with special vocational needs is followed by the development of programs and services, such as, remedial instruction, tutoring and counseling to help him succeed in the regular program. The end goal is to provide him with a salable skill and to help him find employment

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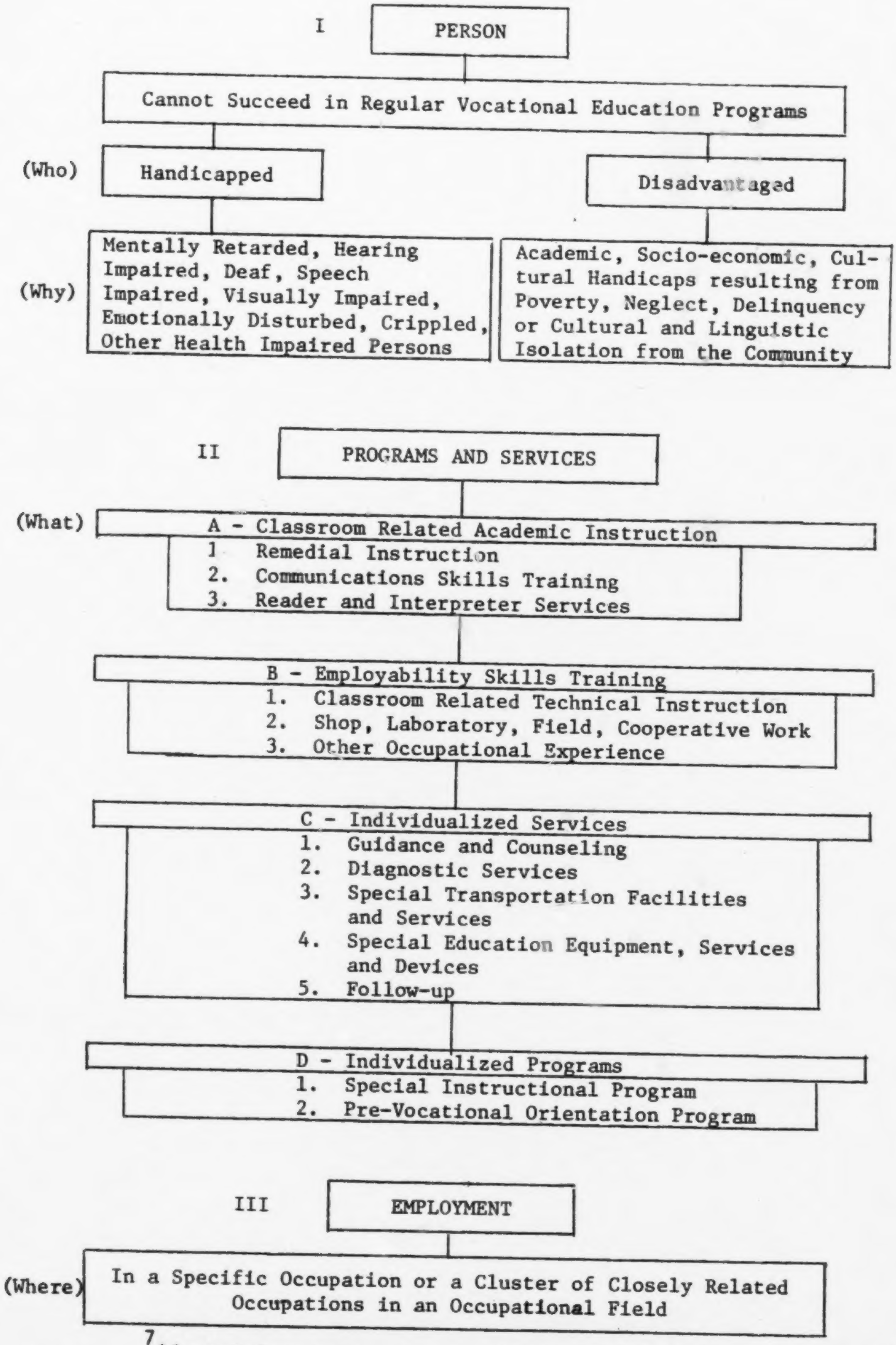
[5] BIENNIAL REPORT, 1969-71, Wisconsin Board of Vocational, Technical and Adult Education, 1971.

[6] MISSION STATEMENT, Wisconsin Board of Vocational, Technical and Adult Education, 1969, p. 7.

Figure 1

IMPLEMENTING THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 PUBLIC LAW 90-576[7]



I PERSON

Cannot Succeed in Regular Vocational Education Programs

(Who) Handicapped

Disadvantaged

(Why) Mentally Retarded, Hearing Impaired, Deaf, Speech Impaired, Visually Impaired, Emotionally Disturbed, Crippled, Other Health Impaired Persons

Academic, Socio-economic, Cultural Handicaps resulting from Poverty, Neglect, Delinquency or Cultural and Linguistic Isolation from the Community

II PROGRAMS AND SERVICES

(What) A - Classroom Related Academic Instruction
1. Remedial Instruction
2. Communications Skills Training
3. Reader and Interpreter Services

B - Employability Skills Training
1. Classroom Related Technical Instruction
2. Shop, Laboratory, Field, Cooperative Work
3. Other Occupational Experience

C - Individualized Services
1. Guidance and Counseling
2. Diagnostic Services
3. Special Transportation Facilities and Services
4. Special Education Equipment, Services and Devices
5. Follow-up

D - Individualized Programs
1. Special Instructional Program
2. Pre-Vocational Orientation Program

III EMPLOYMENT

(Where) In a Specific Occupation or a Cluster of Closely Related Occupations in an Occupational Field compatible with his training and interest. Once he is determined to be eligible for participation in a project, the types of programs and services he receives are limited only by educators themselves.

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[7] Adapted from Olson, Jerry. "Implementing Programs to Serve the Handicapped: Some Concerns and Considerations." National Conference on Vocational Education for Handicapped Persons, Pittsburgh, 1969.

The Amendments make definite provisions for the handicapped and disadvantaged. While minimum expenditures are stipulated only under parts A and B of the Act, the State Board has provided special services under all parts (Figure 2). The major funding provisions, by parts of the Act, are:

Disadvantaged--Part A, 102 (b)

A special allottment for disadvantaged persons is made available to institutions under Part A, Section 102 (b). Funds under this section are intended for areas in the state which have high youth unemployment and high school dropout rates. Projects submitted under 102 (b) may be funded up to 100 percent. Emphasis is on the disadvantaged.

Disadvantaged--Part B, 15 Percent Minimum

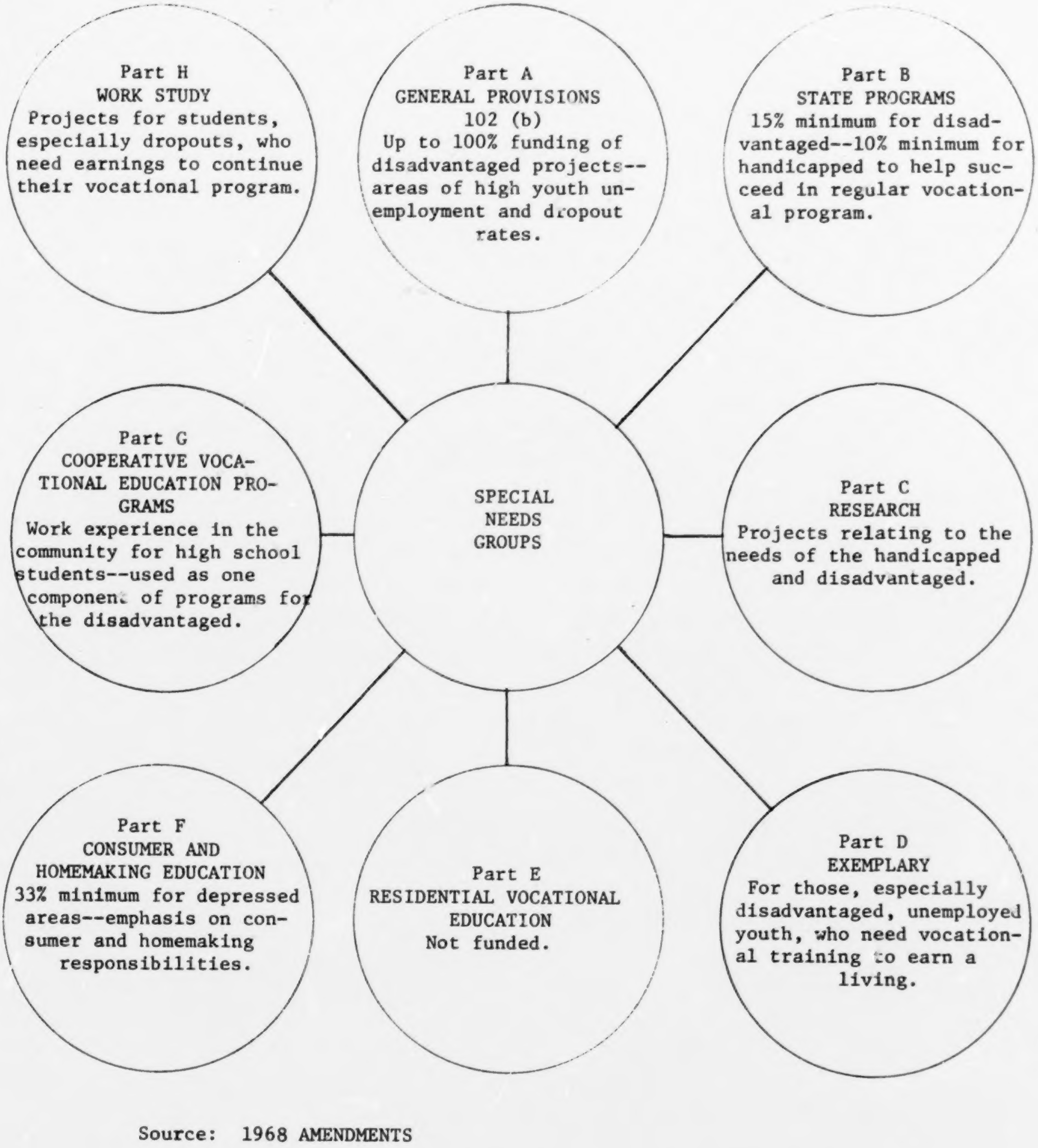
Funds are set aside under Part B to provide vocational education for persons (other than handicapped) who have academic, socioeconomic or other handicaps that prevent them from succeeding in the regular vocational education program. The Board must set aside as least 15 percent of the total allottment of funds appropriated under Part B of the Act. The Amendments require State Vocational schools to specifically design and deliver special services to the disadvantaged so that these persons may enhance their opportunities to enter the mainstream of vocational education. Special services include counseling, orientation to vocational education and work, coaching and follow-up and the involvement and employment of disadvantaged persons as para-professionals.

Handicapped Persons--Part B, 10 Percent Minimum

At least 10 percent of the total allotment of funds appropriated under Part B, of the Act must be used only for vocational education for handicapped persons. Handicapped persons include the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped,

Figure 2

SPECIAL NEEDS PROVISIONS OF THE 1968 VOCATIONAL EDUCATION AMENDMENTS


Part H
WORK STUDY
Projects for students, especially dropouts, who need earnings to continue their vocational program.
Part A
GENERAL PROVISIONS
102 (b)
Up to 100% funding of disadvantaged projects--areas of high youth unemployment and dropout rates.
Part B
STATE PROGRAMS
15% minimum for disadvantaged--10% minimum for handicapped to help succeed in regular vocational program.
Part G
COOPERATIVE VOCATIONAL EDUCATION PROGRAMS
Work experience in the community for high school students--used as one component of programs for the disadvantaged.
SPECIAL
NEEDS
GROUPS
Part C
RESEARCH
Projects relating to the needs of the handicapped and disadvantaged.
Part F
CONSUMER AND
HOMEMAKING EDUCATION
33% minimum for depressed areas--emphasis on consumer and homemaking responsibilities.
Part E
RESIDENTIAL VOCATIONAL EDUCATION
Not funded.
Part D
EXEMPLARY
For those, especially disadvantaged, unemployed youth, who need vocational training to earn a living.

Source: 1968 AMENDMENTS

emotionally disturbed, crippled, health impaired, and those with specific learning disabilities who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps and who, for that reason, require special educational assistance or a modified vocational or consumer and homemaking education program. Special services for the handicapped include: diagnostic and assessment work, prevocational preparation, individual attention in learning, tutoring, special teaching methods and techniques, and involvement and employment of handicapped persons as para-professionals.

Additional Assistance Under the Amendments to Special Needs Groups

Although Parts A and B of the 1968 Amendments are the main sources of funding for vocational services for the handicapped and disadvantaged, other parts of the Act make direct or indirect provisions for these groups:

Part C--Research

The Research Coordination Unit within the Division of Community and Manpower Education is intended to stimulate, coordinate, and disseminate research. Funds under Part C have been used to support a number of completed and on-going projects for the handicapped and disadvantaged. Research projects for special groups may deal with special vocational needs of youth, particularly those in economically depressed communities who have academic, socioeconomic or other handicaps.

Part D--Exemplary

The exemplary program under the Act is intended to stimulate new ways to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by droppping out, or who are in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies.

Part F--Consumer and Homemaking Education

Education for homemaking is designed to help individuals and families improve home environments and the quality of personal and family living. The program includes instruction in the management of resources with emphasis on selection, use and care of goods and services, budgeting, and other consumer responsibilities, family relations, foods and nutrition, child development, clothing and housing. The Act requires that at least one-third of the federal funds made available shall be used in economically depressed areas, areas of high rates of unemployment, or inner-core schools of large cities.

Part G--Cooperative Education

The Department of Public Instruction has given priority under Part G to those projects which serve disadvantaged or handicapped persons. Cooperative education programs are designed to prepare students for employment through work arrangements with business and industry. On-the-job experience enables the student to learn both job skills and related work behaviors.

Part H--Work Study

Vocational work study is considered one of the basic resources to be used to assist those persons who need financial assistance to attend school. It is usually used in conjunction with other aids such as scholarships, grants, and loans. Work study is considered one of the most meaningful of all of these aids for economically disadvantaged persons. It not only provides financial assistance but also provides the opportunity to learn basic employment requirements such as punctuality, dependability, etc., as well as skills that are directly related to the field, job or position that the person is in training for.

Summary

In its BIENNIAL REPORT, 1969-71, the State Board set forth its broad goals for persons with special needs. These goals include: (1) modifications in curriculum, (2) encouragement of vocational school staff and community support for special needs programs, (3) provision of special supportive services, (4) expanded follow-up procedures, and (5) problems of returning Vietnam veterans. The importance of realizing these goals is related to the bleak unemployment outlook--7.7 percent by 1980--and the difficulties which confront handicapped and disadvantaged persons who are seeking employment. A model for implementing special programs under the Amendments is provided. This includes three basic program components: (1) identification of handicapped and disadvantaged individuals, (2) programs and services and (3) placement and follow-up. Provisions for special needs groups under the 1968 Amendments are reviewed.

CHAPTER II

DELIVERING VOCATIONAL PROGRAMS TO THE HANDICAPPED AND DISADVANTAGED

The Wisconsin Board of Vocational, Technical and Adult Education, in cooperation with many other state agencies and federal programs, is committed to providing vocational education to all citizens of the state. Through the use of Amendment funds, the Board has been able to provide increased occupational training and educational opportunities for the handicapped and disadvantaged, to provide more appropriate teachers, methods and materials and to promote a more sensitive viewpoint toward special needs groups, enabling them to find successful employment, break welfare and poverty cycles and improve their family life.

The Amendments require that each state develop a plan which sets forth in detail the policies and procedures to be followed in the distribution of funds to local educational agencies in the state and for the use of federal funds. The policies and procedures must give:

1) due consideration to the relative population needs of all population groups in all geographic areas and communities in the state, particularly persons with academic, socioeconomic, mental and physical handicaps that prevent them from succeeding in regular vocational education programs and

2) due consideration to the relative ability of particular local educational agencies within the state, particularly those in economically depressed areas and those with high rates of unemployment, to provide the necessary resources to meet vocational educational needs.[1]

Each student is to be given the necessary support and assistance to develop his abilities to the fullest and to enable him to participate in the vocational education program of his choosing and interest. The Amendments intend that all disadvantaged or handicapped persons should be integrated into the regular classrooms and programs to the optimum extent possible. A separate or modified program is to be set up only when it is clearly in the best interest of the student--not of the administration. Ancillary or supportive services needed to help a person succeed in a program can be provided through federal funds or through cooperating agencies or organizations. Limitations with regard to funds, resources and staff have made it essential that the Board seek the technical and financial resources of other agencies, organizations, and groups to the mutual benefit of individuals to be served.

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[1] 1968 AMENDMENTS, Section 104, 6.

Responsibility for the administration of special needs programming is divided between the Wisconsin State Board of Vocational, Technical and Adult Education which administers post secondary programs and the Department of Public Instruction which supervises high school programs. Each agency has an organizational unit which is primarily responsible for special target groups.

Post Secondary

On the post secondary level federally funded projects are administered by the Bureau of Community and Special Projects Coordination, a bureau within the Division of Community and Manpower Education (Figure 3). Earlier this year, the State Board reorganized the Division to insure better delivery of vocational programs. Emphasis in the reorganization was on enhancing the division's capability for outreach to districts and for increased community involvement. Staff are to be utilized across bureau lines to bring their particular expertise to bear on needs of target populations which the division identifies. The reorganization resulted in the following four bureaus:

Bureau of Program Development

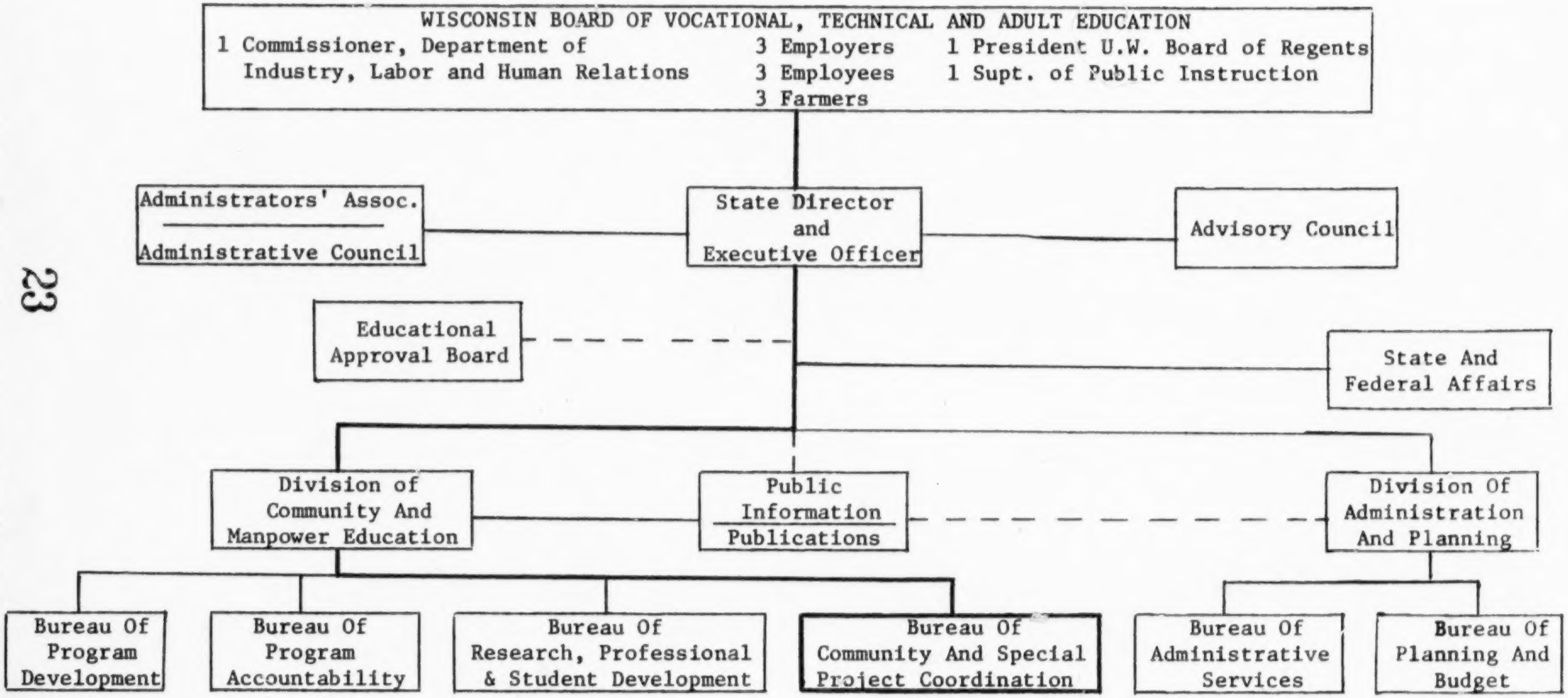
Responsible for consultation relating to the content area in any given occupational education curriculum. Staffed by specialists in the various disciplines who advise districts concerning planning, development, implementation, maintenance and improvement of programs.

Bureau of Program Accountability

Responsible for program approvals, audits, evaluations, certification of district staff and facility utilization and development.

Figure 3

ORGANIZATION OF POST SECONDARY VOCATIONAL EDUCATION IN WISCONSIN


WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
1 Commissioner, Department of Industry, Labor and Human Relations
3 Employers
3 Employees
3 Farmers
1 President U.W. Board of Regents
1 Supt. of Public Instruction
Administrators' Assoc.
Administrative Council
State Director and Executive Officer
Advisory Council
Educational Approval Board
State And Federal Affairs
Division of Community And Manpower Education
Public Information
Publications
Division Of Administration And Planning
Bureau Of Program Development
Bureau Of Program Accountability
Bureau Of Research, Professional & Student Development
Bureau Of Community And Special Project Coordination
Bureau Of Administrative Services
Bureau Of Planning And Budget

Bureau of Research, Professional and Student Development
Responsible for professional support functions relating to research in vocational, technical and adult education; consultation relating to admissions, program requirements, placement and advanced standing; and leadership to youth organizations throughout the state.

Bureau of Community and Special Project Coordination
Responsible for federal project development and management, includes Manpower Development and Training Act (MDTA), programs for the handicapped and disadvantaged, civil defense, circuit relations, coordination and relationships with business and industry. Emphasis is on outreach--to help the districts move beyond their comprehensive centers. Its challenge is to relate to the community.

Reorganization of the division reflects the priority which the Board has placed on services to people with special needs. The elevation of community and special project coordination to bureau status reflects the State Board's determination to carry vocational programs to all areas in a district and to involve the handicapped and disadvantaged in the delivery of its programs (Figure 4).

Figure 4

DIVISION OF COMMUNITY AND MANPOWER EDUCATION

(M. W. Bodine)
BUREAU OF
COMMUNITY AND
SPECIAL PROJECT COORDINATION

MDTA	M. Bodine H. Klintworth D.E. Bolton J. Strong
Federal Projects on Handicapped and Disadvantaged	H. Sahakian
Outreach Specialist 1/2	(Open)
Civil Defense (2)	J. Chlebowski J. Orlofske
Apprentice Coordination	A. Larsen
Funding Sources	(Unassigned)
Business and Industry Liaison	(Unassigned)

The director of the bureau provides leadership in identifying persons with special needs who require new vocational, technical and adult education services. His primary areas of responsibility are the Manpower Development and Training Act; federally funded programs for the disadvantaged and handicapped; civil defense; apprentice coordination; proposal development; coordination of funding; and the maintenance of contracts with business and industrial organizations. Through special projects and consultation, it is his goal to promote the extension of vocational, technical and adult education services throughout the districts.

The Bureau of Community and Special Project Coordination has a field service consultant who administers projects for the disadvantaged and handicapped funded under Parts A (102b) and B of the Amendments. He provides administrative direction for over 100 special needs projects in all districts of the state, relying on help from the consultant staff of the Bureau of Program Development to initiate and administer projects in their specialty areas.

Other consultants are responsible for administering: (1) consumer and homemaking education--Part F of the Amendments, (2) Adult Basic Education, (3) Manpower Development and Training, (4) Driver Safety Education, and, (5) Financial Aids.

Emphasis in the role of the consultant is on leadership as opposed to supervision. As the State Director pointed out:

> "I want to emphasize...educational leadership, and I think the thing that's puzzling the districts most as we look at this situation is leadership vs. supervision. Your role as representative of the State Board ought to be in providing the kinds of leadership that the districts are in need of. I guess I would feel that we ought to identify how we're going to get to the districts the kinds of services that they feel they need furnished whether it be evaluation of a program, assistance in the development of a new program, or whether it might be in teacher training. The feeling I get occasionally from districts about our coming and supervising is that we're just another group of bureaucrats trying to continue what we've once started without evaluating what we're doing."[2]

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[2] State Director, Wisconsin Board for Vocational, Technical and Adult Education, "Staff In-Service," 1972.

Administration and supervision of vocational programs, including special needs, rests with the district director, who is appointed by the district's board of vocational, technical and adult education. He is supported by supervisors who are responsible for maintaining a high level of instruction and keeping curriculum up to date in the various program areas. Other staff include (1) department heads, (2) vocational teachers, (3) counselors, (4) student services personnel and other supportive staff. Each district submits its long range plan, including special needs priorities, to the Wisconsin Board of Vocational, Technical, and Adult Education. In offering special needs programs, district vocational, technical and adult schools work within the district to coordinate programs with other supportive agencies and community groups.

District directors suggested that state consultants provide the following kinds of assistance to help them improve vocational programs for people with special needs:

1) Provide and develop ideas for teacher training and staff inservice programs.
2) Promote the exchange of information about successful, special needs projects in other districts.
3) Help establish areas of special need and techniques for dealing with them.
4) Establish a better means of identifying handicapped and disadvantaged--better data is needed.
5) Distribute information about additional technical assistance and funding resources.
6) Provide more leadership and time for the evaluation of projects.
7) Help to develop statewide public awareness of and support for post secondary special needs programs.
8) Recruit more consultants from minority cultures to assist in the identification of needs and methodology for serving needs.[3]

With limited staff, state consultants in the Bureau of Community and Special Project Coordination have taken significant steps toward meeting needs identified by district directors. A booklet, SERVICE TO

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[3] "District Director--Special Needs Questionnaire," University of Wisconsin-Madison, Center for Studies in Vocational and Technical Education, 1972. (See Appendix A.)

PERSONS WITH SPECIAL NEEDS was recently distributed to all districts. It lists in capsule form all of the special projects administered by the State Board. The demand for copies is an indication of the importance of this informative kind of publication. Directors, however, have suggested that they would like a more in depth evaluation of how programs succeeded in meeting goals for the handicapped and disadvantaged. District problems with the identification of special target populations should be helped by a new system for collecting information about students in special needs projects. This system will enable district administrators to follow a student from his entry into the VTAE system to his eventual placement, providing along the way a profile of the various programs and services which make up his vocational development.

While these efforts toward improving the administration of vocational programming for special needs groups are significant, much more can be done to coordinate the efforts of state and district staff so that each persons' expertise is effectively and efficiently utilized. In so much as the Board provides direction to the districts, it is important that strong leadership, in terms of time, funding and commitment, be directed toward improving the delivery of services to persons with special needs.

Secondary

The Department of Public Instruction has a Bureau for Career and Manpower Development which is primarily responsible for developing career educational programs (Figure 6). This bureau, included in the Division for Instructional Services, administers projects funded under the 1968 Amendments (Figure 6). Personnel within the bureau consists of a director, and twelve consultants.

Bureau staff are responsible for lending leadership and support to the development of vocational, pre-vocational, practical arts (e.g., home economics, industrial arts, business education), and career orientation programs in public schools throughout the State of Wisconsin. State advisors of four youth groups, namely, Future Farmers of America,

Figure 5

ORGANIZATION OF THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

July 1, 1971

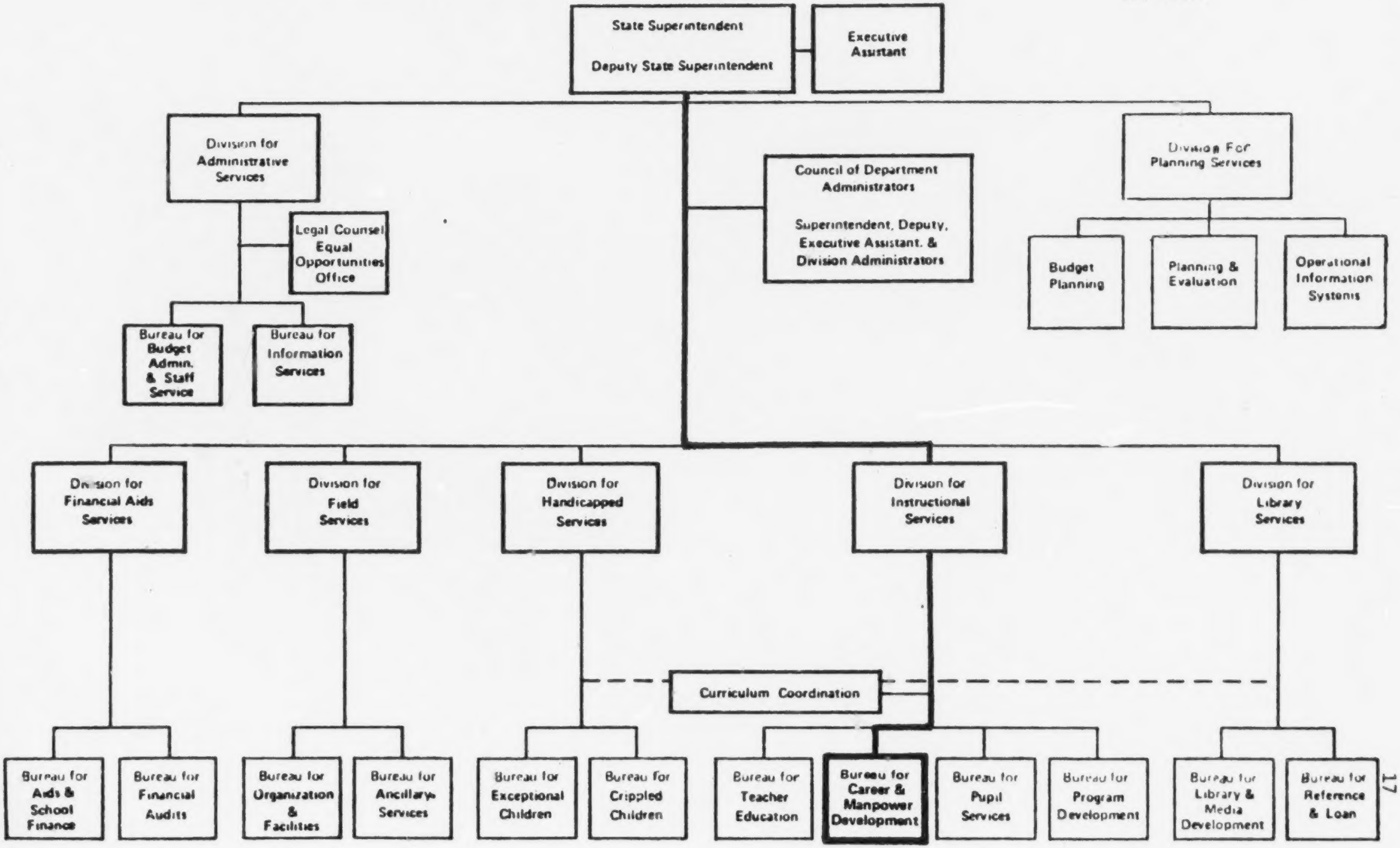

State Superintendent
Deputy State Superintendent
Executive Assistant
Division for Administrative Services
Legal Counsel Equal Opportunities Office
Bureau for Budget Admin. & Staff Service
Bureau for Information Services
Council of Department Administrators
Superintendent, Deputy, Executive Assistant, & Division Administrators
Division For Planning Services
Budget Planning
Planning & Evaluation
Operational Information Systems
Division for Financial Aids Services
Division for Field Services
Division for Handicapped Services
Division for Instructional Services
Division for Library Services
Curriculum Coordination
Bureau for Aids & School Finance
Bureau for Financial Audits
Bureau for Organization & Facilities
Bureau for Ancillary Services
Bureau for Exceptional Children
Bureau for Crippled Children
Bureau for Teacher Education
Bureau for Career & Manpower Development
Bureau for Pupil Services
Bureau for Program Development
Bureau for Library & Media Development
Bureau for Reference & Loan

Figure 6

DIVISION OF INSTRUCTIONAL SERVICES

(Ruel Falk)
BUREAU OF CAREER AND
MANPOWER DEVELOPMENT

ADMINISTRATION

Bureau Director	R. Falk
Asst. to Bureau Director	T. De Chant

CONSULTANTS

Agriculture Education	V. Martinson
Agricultural Education	F. Doering
Agricultural Education & FFA	A. Cordes
Business Education & FBLA	P. Smeltzer
Business and Office Education	(Vacant)
Home Economics Education	F. Lauscher
Home Economics Education & FHA	M. Apel
Industrial Arts	L. Sterry
Marketing-Distributive Education and DECA	G. Searle
Special Needs Consultant	C. Spangler
Trade and Industrial Education	R. Kitzmann
Vocational Guidance and Counseling Services	(Vacant)

SUPPORT AND RELATED

Federal Fiscal Unit, VEA Administrative Assistant	K. Cole
Wisconsin Instant Information System for Students & Counselors, Director	T. Diener
Secretarial Pool, Supervisor	G. Pressnall

Future Homemakers of America, Distributive Education Clubs of America, and Future Business Leaders of America, are part of the bureau staff. The bureau is responsible for the administration and implementation of the Vocational Education Amendments of 1968. A close working relationship is maintained with the State Board of Vocational, Technical and Adult Education, and components of the bureau operation are an integral part of the State Manpower Planning system.

The bureau director supervises the total staff oepration in vocational education for the Department of Public Instruction. His responsibilities include both fiscal and program leadership. Within guidelines approved by the State Board he makes final decisions with respect to program development and maintains contact with other organizations and agencies involved in vocational education.

Recognizing the need for a person who could monitor federally funded special needs projects and provide the kind of on-site visitation and assistance which local school districts were requesting, the Department of Public Instruction, early in 1972, created a position, consultant in special needs. This consultant has assumed responsibility for all projects which serve handicapped children as well as those designed to provide vocational education experience for the disadvantaged. He is available to work with school districts in improving and extending programs as well as in developing projects to meet new needs as they are identified. His presence on the staff is expected to help the Bureau for Career and Manpower Development to expand its services to those who are served through regular programs of vocational and pre-vocational education.

Other consultants in the bureau are assigned to specific areas of program responsibility as identified in the organizational chart (Figure 6). They assume responsibility for special projects which fall into their subject areas and are assigned as contact persons.

Two consultants are assigned to represent the bureau on the department's Title VI ESEA Priorities Committee which reviews all handicapped letters of intent including those for vocational education.

Secondary school districts participating in special projects under the Amendments must submit a local long range plan for vocational education to the Department of Public Instruction's Bureau for Career and Manpower Development. Primary responsibility for carrying out local vocational plans rests with the local vocational education coordinator (LVEC). The LVEC coordinates the total program activity at the local agency level. He conducts surveys and studies research data, helps develop and set up courses of instruction, involves outside agencies in the planning process, maintains a close liaison with the State Department of Public Instruction, conducts evaluations of the vocational education program, and serves as a special resource person in vocational education for local teachers and administrators. The LVEC is primarily responsible for identifying special students who could benefit from vocational education at the secondary level and for assisting in the development of realistic programs to meet their needs. If on-the-job experience is part of programs for handicapped and disadvantaged, he sets up cooperative work stations. In order to avoid duplication of effort and to establish an efficient operation, he coordinates the activities of teachers, guidance counselors, department heads, and other staff members as they become involved in special programs. Initiation of special programs within the vocational framework of secondary institutions is very much his responsibility.

Local vocational education coordinators (LVEC's) expressed the need for consultants from the Division for Instructional Services to provide schools developing vocational programs for the handicapped and disadvantaged with assistance in the following areas:

1) Preparation of teachers and the development of inservice training programs.
2) Consistent funding for special needs programs, especially for salaries.
3) Exchange of ideas about how to set up a special needs program and techniques for meeting program goals.
4) Identification of handicapped and disadvantaged students.
5) Development of curriculum and special teaching materials.
6) Information about what jobs to prepare special students for.
7) Development of effective placement, evaluation and follow-up services for handicapped and disadvantaged.

8) Convincing local school boards about the importance of vocational programs for special needs groups.
9) Development of comprehensive state funding for special vocational programs in secondary schools.
10) Strong leadership and support from the Bureau for Manpower and Career Development to expand vocational and special needs programming in the schools.

Implications are that the bureau should assume a strong leadership role in assisting schools to develop special programs. LVEC's would like more information about what other schools are doing for their disadvantaged and handicapped students. They want to know (1) which programs are working best, (2) what their curriculums are and, (3) what kinds of staff and instructional materials are being provided. Several suggested that model programs be subsidized, developed and evaluated in the areas of student identification, program development, curriculum development, placement, program evaluation and follow-up. LVEC's would like the bureau to organize state and regional workshops through which information about special needs projects could be shared. On-site visits to successful programs were also suggested. Through this type of leadership and coordination, it was suggested, some overall directions and goals for students with special needs could be developed.

Consistency of funding, staff salary support, information on how to acquire and utilize funds were also requested. It was suggested that the school board and administrators be educated to the vocational needs of the handicapped and disadvantaged so that they receive priority in the allocation of federal and local funds. Requests were also made for the financial support of employers who provide work stations for disadvantaged and handicapped students. Finding work stations was often cited as a difficult problem facing the schools. Some financial incentive to employers might ease this situation. Small, rural schools which often have limited funds, enrollments, staff and instructional resources would like help in coordinating special needs programs.

Initiating a Special Needs Project

To meet the special needs of the target groups identified, the project method is used. This method includes establishing a detailed plan that can be evaluated for objectives, costs, faculty, facilities, equipment, methodology and student services prior to any commitment of resources. On the post secondary level, projects for the disadvantaged and handicapped are intitiated through discussions between District staff and State consultants. Priorities for services to the disadvantaged and handicapped are established as part of the district long range plan. Based on these priorities, a project proposal is developed and sent by the district to the state director (Figure 7). Special projects pass through the Division of Administration and Planning where they are logged into the Division of Community and Manpower Education. The division director then sends the project to the appropriate bureau. In the case of disadvantaged and handicapped projects this would generally be the Bureau of Community and Special Project Coordination. Each bureau has a committee which reviews and rates projects in terms of state plan priorities. After a project is reviewed and approved or disapproved, it is sent to the Administrative Division for auditing. Once signed by the State Director, the project is returned to the district for implementation.

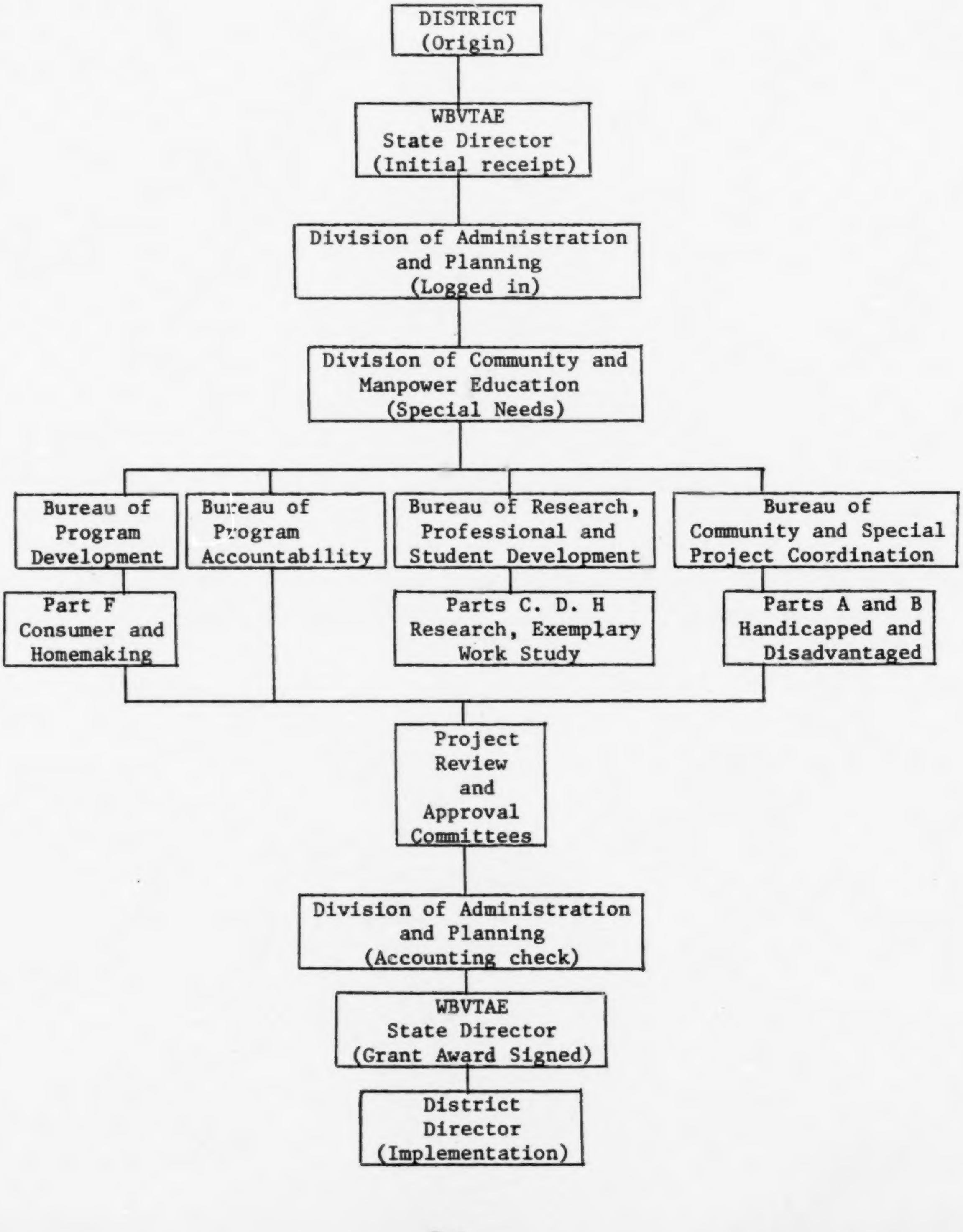
Special projects may be developed on the secondary level by a Local Education Agency (LEA), a Cooperative Education Service Agency (CESA), a school district or a secondary school. Pupils to be served must meet the criteria for handicapped and disadvantaged persons as provided in the state plan and the eligibility criteria established by the Department of Public Instruction. The special needs consultant from the Bureau of Career and Manpower Development provides suggestions on the appropriateness of requests for funding under the 1968 Amendments.

Of special importance among the program requirements are the provisions that vocational education instruction be realistic in terms of occupations suitable for handicapped and disadvantaged persons, that they be part of the total program whenever possible, and that orientation to work opportunities lead them into realistic occuational training programs.

Letters of intent are reviewed by professional personnel from the staff of the Vocational Education Program Unit and the Division for

Figure 7

REVIEW OF POST SECONDARY SPECIAL NEEDS PROJECTS


DISTRICT (Origin)
WBVTAE State Director (Initial receipt)
Division of Administration and Planning (Logged in)
Division of Community and Manpower Education (Special Needs)
Bureau of Program Development
Bureau of Program Accountability
Bureau of Research, Professional and Student Development
Bureau of Community and Special Project Coordination
Part F Consumer and Homemaking
Parts C. D. H Research, Exemplary Work Study
Parts A and B Handicapped and Disadvantaged
Project Review and Approval Committees
Division of Administration and Planning (Accounting check)
WBVTAE State Director (Grant Award Signed)
District Director (Implementation)

Handicapped Children's Services. A priorities committee reviews all proposals and sends those which are recommended for funding to the VEA Program Administrator. The submitting agency designated in each letter of intent is then notified as to the action on its proposed project.

Coordination with Other Programs and Agencies

The delivery of vocational education programs to citizens of Wisconsin with special needs has involved the coordinated efforts of the State Board, the Department of Public Instruction and many other agencies. After the passage of the 1968 Amendments, an Inter-Agency Liaison Committee on Vocational Education for Handicapped and Disadvantaged Persons was formed. Made up representative from the Wisconsin Board of Vocational, Technical and Adult Education, the Department of Public Instruction and the Division of Vocational Rehabilitation, the purpose of this committee has been to promote better cooperation and articulation between personnel at the local level who are involved in vocational programming for persons with special needs.

Over the past four years, the Inter-Agency Committee has developed a series of regionally based meetings to promote the sharing of ideas between various administrative and instructional staff. Fifty or more people attended the regional meetings held in 1970 and 1971. The conferences, called "Inter-Agency Cooperation for the Delivery of Services to Handicapped and Disadvantaged," brought together members of the Inter-Agency committee with district directors, local vocational education coordinators, representatives from the Wisconsin State Employment Service, Area Manpower Planning Boards and others. Discussion centered around the identification of individuals to be served, services which should be provided and alternative methods of delivering services through inter-agency cooperation.

Recent activities of the Committee have been concerned with inservice training of teachers and surveying the needs of the handicapped. These activities, utilizing staff from Stout, culminated in an institute on teaching techniques with handicapped persons. Based on findings of recent special needs assessment studies,[1] the committee plans to provide statewide regional meetings in the 1972-73 school year with local staff to help in the further delivery of services to the handicapped and disadvantaged.

The state has the responsibility for administering institutional type programs funded under the Manpower Development and Training Act and is responsible for Adult Basic Education programs. The federally funded Manpower Development and Training Act (1962) is designed to deliver manpower services to the disadvantaged. The program is jointly administered in the state by the Wisconsin State Employment Service and the Wisconsin Board of Vocational, Technical and Adult Education. The institutional training component of the MDTA is administered by the Wisconsin Board for Vocational, Technical and Adult Education. This program serves approximately 3,000 disadvantaged persons annually with special project-type training programs in a variety of occupational areas. Trainees are referred by WSES to programs developed by the WBVTAE-MDT staff. Projects are implemented in both public and private vocational-technical schools. The total federal allotment for training costs and training allowances to Wisconsin is approximately 4.2 million annually.

The Adult Basic Education Act (1966) provides federal grants of ninety percent of the cost of adult basic programs designed to(1) improve abilities in reading and writing, (2) raise educational levels and (3) provide an opportunity for occupational training and productive employment. The program is directed towards unemployed and underemployed workers, public assistance recipients, and heads of families who are rural and urban native whites, Negroes, Mexican-Americans, American Indians, and other foreign-language groups, who are eighteen years of age and older and who have less than eight years of formal education.

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[1] "Survey of Wisconsin's Vocational, Technical and Adult Education Schools to Determine Resources and Needs Relative to the Vocational Training of the Handicapped," University of Wisconsin--Stout, Menomonie, 1972.

"District Director and LVEC Special Needs Questionnaires," Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, 1972.

In addition to administering Manpower Development and Training and Adult Basic Education programs, the State Board staff maintains a close working relationship with:

Division of Vocational Rehabilitation

The Division of Vocational Rehabilitation of the Department of Health and Social Services refers clients who are in need of vocational education to either the State Board or a local vocational education agency. Development of the State Board's long-range plan for handicapped people is based, in part, upon information supplied by the long-range plan of the Division of Vocational Rehabilitation.

Wisconsin State Employment Service

The State Board has entered into a formal cooperative agreement with the Wisconsin State Employment Service to obtain occupational information regarding reasonable expectations for employment in various areas of the state. This information is made directly available to all VTAE districts to allow for realistic program planning and development and in the guidance and counseling of students.

State Manpower Planning Council

The State Board appoints a representative to the State Manpower Planning Council (SMPC) which is responsible for establishing statewide manpower objectives, priorities and policies. The Board cooperates with SMPC both at the state level and through district representation on Area Manpower Planning Boards.

Upper Great Lakes Regional Planning Commission

Economic depression in the Upper Great Lakes Region has generated serious manpower and education problems which, in turn, have created further obstacles to economic growth and development. Declining industry and a general lack of employment opportunities in the Region have resulted in large scale emigration. Between 1950 and 1967 more than 10 percent of the 1950 population emigrated from the Region and of those emigrants, more than half were people aged 20-24 years, and over a quarter were in the 15-34 years age group. The phenomena of a rapidly aging labor force, coupled with inadequate facilities for vocational-technical training, tends to inhibit economic development. In order to promote economic development through human resources development, the UGLRC has provided supplemental grants-in-aid, coupled with the Vocational Education Act and Higher Education Aids Act funds. Actions have been taken to construct and equip vocational education facilities to provide the population with employment and income opportunities enabling them to remain in the Upper Great Lakes Region.

Model Cities

The Department of Local Affairs and Development is currently cooperating with the State Board through the Model Cities Program in coordinating proposals concerned with the development of vocational education programs for government workers in selected localities throughout the state.

Wisconsin Veterans Assistance Program

State Board and district staff work closely with the Wisconsin Veteran's Assistance Program to provide returning veterans with the opportunity for new skill training or skill upgrading. Several districts have a counselor whose responsibility is to contact all returning local veterans to encourage them to take advantage of programs offered by the area vocational schools. Veterans are eligible under the G.I. Bill for apprenticeship training, on-the-job training and special restricted licensure training.

Other Federal and State Programs

In addition to the above, the State Board cooperates with many other programs such as the Office of Economic Opportunity, the Bureau of Apprenticeship Training and the Older Americans Act. (Appendix B)

Secondary Vocational Programs -- Coordination

School districts are encouraged by the Department of Public instruction to coordinate their federally funded programs. While different objectives, timetables, fiscal requirements and reporting systems make this coordination of federal programs difficult, an attempt has been made to articulate Bureau of Career and Manpower Development projects with Elementary and Secondary Education Act Title I and Title III projects. Title I is a federally funded program which serves educationally deprived children in areas with high concentration of low income families. Title III funds support innovative and exemplary programming in elementary and secondary schools. Vocational education and Title III funds have been used cooperatively to support Madison LaFollette's Pre-Vocational Thrust project; Equal Career Opportunities, a CESA 5 project which focuses on work evaluation of disadvantaged youth (1971-72) and a CESA 7 career education conference (Summer, 1972) which will include a number of special education teachers. National Defense Education Act resources are also used to assist secondary vocational education programs.

Summary

The 1968 Amendments to the Vocational Education Act of 1963 have provided the State Board with a new challenge to expand vocational programming to citizens with special needs. Administrative responsibility for special needs programming is divided between the Wisconsin Board of Vocational, Technical and Adult Education (post secondary) and the Department of Public Instruction (secondary). Projects funded under the 1968 Amendments are handled through the Division of Community and Manpower Education (post secondary) and the Division of Instructional Services (secondary). The Division of Community and Manpower Education was reorganized earlier this year to enhance its outreach capability to special target groups and to better utilize staff across bureau lines. On the secondary level a special needs consultant was appointed to coordinate 1968 Amendment projects for handicapped and disadvantaged students.

In spite of limited staff at the bureau level for both secondary and post secondary programs, the State Board has been able to expand services to special students. Consultants in both divisions are required to take an active role in promoting innovative special programs related to their disciplines. Commitment of staff to special needs groups varies. On the post secondary level significant leadership capability has been evidenced by consultants responsible for Part's A and B, consumer and homemaking education (Part F), and work-study (Part H).

District directors and local vocational education coordinators identified a number of areas in which they would like additional help from state consultants. These relate primarily to (1) the exchange of ideas about successful special needs programs, (2) better means of identifying the handicapped and disadvantaged, (3) curriculum development and teaching methodology, (4) more thorough evaluation of projects and (5) leadership in developing public awareness of the need for vocational programs for special target groups. Significantly, the needs identified by district directors and LVEC's are directly related to the goals which the Board set for the 1971-73 biennium. While the Board has taken important steps toward meeting its goals for persons with special needs, especially in the areas of information exchange and student accountability, much is left to be done to meet the goal of delivering first class, comprehensive VTAE services to all people of the state. On the secondary level, LVEC's indicate the need for leadership in expanding special needs vocational services to more students. This will remain a difficult goal until substantial state funds are made available to support secondary vocational programs.

CHAPTER III

PEOPLE AND PROGRAMS--VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

The 1963 Vocational Education Act and the 1968 Amendments directed the energies and resources of Wisconsin's Vocational System toward the development of educational programs for the handicapped and disadvantaged. One district director commented that having to develop projects for special target groups has "...increased the effectiveness of the district in its services to disadvantaged persons through: (1) increasing staff awareness of the issue, (2) clarifying objectives and methodology and, (3) funding staff time and equipment purchases."[1] Having to plan and implement special projects has had a strong positive influence on the commitment of many district and school personnel to service for the handicapped and disadvantaged. Out of this planning have come some extremely imaginative approaches to extending the reach of secondary and post secondary schools to those who, without the additional supportive services provided under Amendment funds, could not succeed in regular vocational programs. "Where projects have been successful," one local vocational education coordinator said, "Students seem to enjoy school for a change. They have found a place in the educational system where they have a sense of identification and purpose. They can begin to set some attainable goals."[2]

For purposes of the 1968 Amendments, the disadvantaged are broadly defined as individuals with academic, socio-economic, cultural or other handicaps preventing them from succeeding in regular vocational education programs. These handicaps may result in economic and/or cultural neglect, delinquency or linguistic isolation. The handicapped include the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, physically handicapped and other health impaired persons.

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[1] "District Director Special Needs Questionnaire," Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, 1972.

[2] "LVEC Special Needs Questionnaire," Center for Studies in Vocational and Technical Education, University of Wisconsin--Madison, 1972.

In 1971, about 11 percent of the state's population (510,000 individuals) met the definition of disadvantaged and about 4.7 percent (208,300 individuals) were handicapped. Projections for 1977 are that there will be 513,400 disadvantaged and 218,500 handicapped in Wisconsin (Table 1).

TABLE 1

SPECIAL POPULATION GROUPS IN WISCONSIN

	1969	1971	1973	1977
Handicapped	197,700	208,300	211,400	218,500
Disadvantaged	464,600	510,000	506,300	513,400
TOTAL	662,300	718,300	717,700	731,900

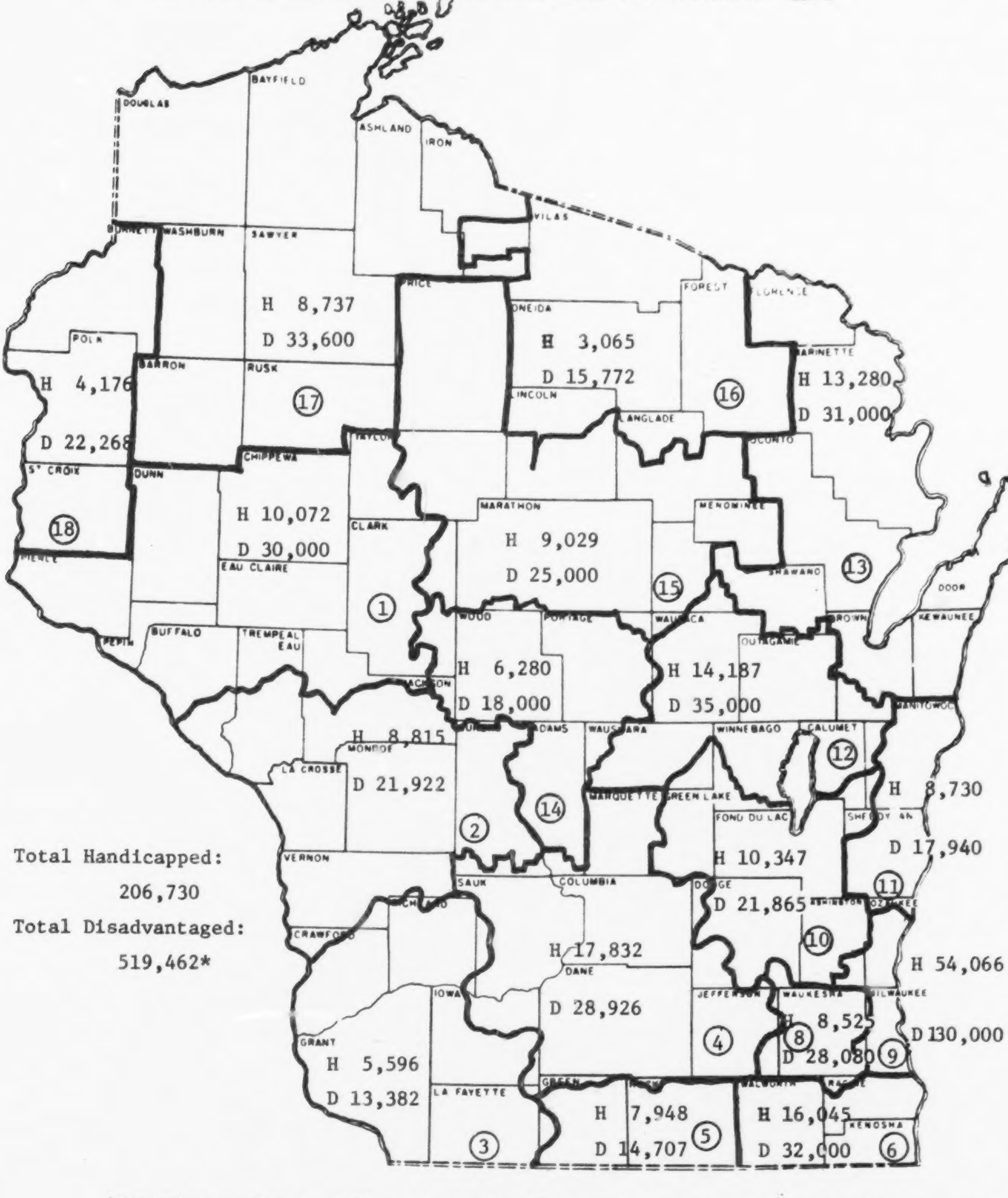
Source: Handicapped, 1970 CENSUS
Disadvantaged, 1973-77 STATE PLAN

An estimate of the populations of handicapped and disadvantaged by District is provided in Figure 8. District estimates of disadvantaged run higher than the State Board's. The interpretation of who is disadvantaged varies with the reporting source, making accounting in the area of special needs rather difficult.

In the 1971-72 school year it is estimated that over 60,000 handicapped and disadvantaged students were served through Wisconsin's secondary, and post secondary and adult vocational education programs. Of the 60,000, approximately 27,000 (44 percent) were enrolled in programs funded under the 1968 Amendments. The remaining students were enrolled

Figure 8

HANDICAPPED AND DISADVANTAGED POPULATIONS BY DISTRICT--1970


DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
BURNETT
WASHBURN
SAWYER
H 8,737
D 33,600
PRICE
ONEIDA
H 3,065
D 15,772
FOREST
FLORENCE
POLK
H 4,176
D 22,268
BARRON
RUSK
⑰
LINCOLN
LANGLADE
⑯
MARINETTE
H 13,280
D 31,000
TAYLOR
OCONTO
ST. CROIX
⑱
DUNN
CHIPPEWA
H 10,072
D 30,000
CLARK
MARATHON
H 9,029
D 25,000
MENOMINEE
SHAWANO
⑬
PIERCE
EAU CLAIRE
①
⑮
DOOR
PEPIN
BUFFALO
TREMPEALEAU
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
H 6,280
D 18,000
H 14,187
D 35,000
OUTAGAMIE
JACKSON
MANITOWOC
H 8,815
D 21,922
MONROE
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
⑫
LA CROSSE
②
⑭
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
H 8,730
D 17,940
H 10,347
D 21,865
VERNON
SAUK
COLUMBIA
DODGE
WASHINGTON
OZAUKEE
⑪
RICHLAND
CRAWFORD
H 17,832
D 28,926
DANE
⑩
H 54,066
IOWA
JEFFERSON
WAUKESHA
MILWAUKEE
D 130,000
H 8,525
D 28,080
④
⑧
⑨
GRANT
H 5,596
D 13,382
LA FAYETTE
GREEN
ROCK
WALWORTH
RACINE
KENOSHA
H 7,948
D 14,707
H 16,045
D 32,000
③
⑤
⑥

Total Handicapped:
206,730
Total Disadvantaged:
519,462*

*District estimate differs from the State Board estimate of 486,000 for 1970.

Sources: Handicapped (16-64) 1970 CENSUS
Disadvantaged, 1973-77 DISTRICT LONG RANGE PLANS

in the various programs under the jurisdiction of the State Board. Enrollments under the Amendments represent the largest segment of the total. Vocational, Technical and Adult Education has given priority emphasis to serving citizens with special needs. These needs vary extensively and are met in two principal ways: (1) 26,811 disadvantaged and handicapped persons were served in regular, secondary, post secondary, and adult programs in 1971-72, and (2) 34,325 disadvantaged and handicapped persons were served through special state and federally funded programs in 1971-72.

TABLE 2

SERVICES TO CITIZENS WITH SPECIAL NEEDS

ENROLLMENTS IN REGULAR SECONDARY, POST SECONDARY AND ADULT PROGRAMS	Enrollment*	ENROLLMENTS IN FEDERALLY SUPPORTED PROGRAMS	Enrollment
Secondary	4,611	Adult Basic Education	5,600
Post Secondary	3,138	Manpower Dev't. and Training	1,745
Adult	16,977	1968 Amendments Secondary	9,316
Cooperative	2,085	1968 Amendments Post Secondary	7,727
		1968 Amendments Adult	9,937
TOTAL	26,811	TOTAL	34,325

*Does not include group guidance which is estimated to have served 32,066 special post secondary students. No estimate is available for secondary.

Sources: 1973-77 STATE PLAN, Wisconsin Board of Vocational, Technical and Adult Education, 1972.

REPORT TO THE GOVERNOR FOR THE DEVELOPMENT OF WISCONSIN, VOCATIONAL, TECHNICAL, AND ADULT SCHOOLS, 1973-77, State Board, July, 1972.

In addition to projects funded under the Vocational Amendments of 1968, the Board administers a number of other federal programs which have direct implications for the handicapped and disadvantaged. It also provides vocational training to a large number of students who enroll in regular vocational, technical and adult programs without being identified as disadvantaged or handicapped.

Other Federal Programs

Since 1963, the State Board has operated Manpower Development and Training Programs (MDTA) to aid unemployed individuals. Since the middle 1960's, programs operated under the act have assisted the hard core unemployed and disadvantaged. During the 1971-72 fiscal year, 1,332 persons received educational services through MDTA programs, which were conducted through local vocational, technical education facilities. An additional 413 received services through "delegate agencies," or agencies performing training missions outside the traditional vocational, technical education setting. Among the delegate agencies were Concentrated Employment Program, Manpower Training Service and United Migrant Opportunities Service.[3]

The Board also maintains an extensive Adult Basic Education (ABE) program. In the 1971-72 fiscal year, over 5,600 persons received training in the basic skills of reading, vocabulary and computational skills.[4] The ABE program is designed specifically for adults who function at levels which limit their ability to benefit from occupational training or to become productive and profitable employees. Special target groups of the program are unemployed workers, public assistance recipients, Blacks, Mexican-Americans, Indians, and non-English speaking adults.

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[3] REPORT TO THE GOVERNOR FOR THE DEVELOPMENT OF WISCONSIN VOCATIONAL, TECHNICAL AND ADULT EDUCATION, 1973-77, Wisconsin State Board of Vocational, Technical and Adult Education, July, 1972.

[4] Ibid.

Handicapped and Disadvantaged Students in Regular Programs

Over 25,000 handicapped and disadvantaged students were served in 1971-72 through enrollment in the regular secondary, post secondary and adult programs not supported by federal funds. Table 3 shows the number of post secondary handicapped and disadvantaged students by degree programs for the 1968-69 and 1970-71 school years.

TABLE 3

POST SECONDARY ENROLLMENT (FULL-TIME) BY DEGREE PROGRAMS FOR HANDICAPPED AND DISADVANTAGED
1968-69, 1970-71

Program	1968-69			1970-71		
	H	D	H&D	H	D	H&D
Associate Degree	197	562	80	493	1,469	106
1 Year Vocational Degree	112	430	66	297	1,477	75
2 Year Vocational Degree	23	122	18	90	333	23
Other*	493	2,052	192	179	1,466	6
TOTALS	825	3,166	356	1,059	4,745	210
	Combined Totals--4,347			Combined Totals--6,014		

*Other includes developmental (remedial), college parallel, short term and apprentice training.

Source: FEDERAL ENROLLMENT REPORTS, 1970-71, Wisconsin Board of Vocational Technical and Adult Education.

Enrollments of special students show substantial increases in the two year period. Associate degree enrollments more than doubled by 1970-71 and 1 Year Vocational Diploma program enrollments tripled.

On the secondary level, it is anticipated that the largest enrollments of handicapped and disadvantaged students will be in Office Occupations and Trade and Industry (Table 4). Between 1960-70 these same areas showed the greatest growth in enrollment nationally.[5] Health occupations, which have the smallest representation of secondary handicapped and disadvantaged students state wide, demonstrated one of the greatest rates of increase on the national level.

TABLE 4

ACTUAL AND PROJECTED SECONDARY DISADVANTAGED AND HANDICAPPED STUDENTS ENROLLED BY OCCUPATIONAL AREA
1972, 1973, 1977

Occupational Area	1972		1973		1977	
	D	H	D	H	D	H
Agriculture	612	51	621	52	1,000	110
Distributive Education	310	27	331	29	800	90
Health Occupations	111	5	222	10	300	30
Wage-Earning Home Economics	82	22	123	33	300	110
Office Occupations	1,755	149	1,842	156	3,400	360
Trade and Industry	1,011	125	1,061	131	2,000	300
TOTALS	3,881	379	4,200	411	7,800	1,000

D - Disadvantaged
H - Handicapped

Source: 1973-77 STATE PLAN, Wisconsin Board for Vocational and Technical Adult Education.

Table 5 provides an estimate of post secondary and adult enrollments of handicapped and disadvantaged by program area for 1972-73. It is anticipated that close to 6,000 handicapped and disadvantaged post secondary and adult students will be enrolled in regular occupational programs. Special students account for 8 percent of post secondary and 4 percent of adult occupational program enrollments.

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[5] TRENDS IN VOCATIONAL EDUCATION, U.S. Department of Health, Education and Welfare. Office of Education. Washington, D.C., 1971, p. 2.

TABLE 5

ESTIMATED POST SECONDARY AND ADULT ENROLLMENT: (1972-73)

Occupational Program (Gainful Only)	Post Secondary			Adult		
	R	D	H	R	D	H
Agriculture	985	100	N/A	4,580	N/A	N/A
Dist. Educ.	4,421	335	N/A	2,372	N/A	N/A
Health Occ.	3,326	200	20	1,559	463	N/A
Home Ec./ Wage Earning	248	235	59	27,983	116	215
Office Occ.	13,109	1,108	52	14,515	130	N/A
Technical Ed.	7,416	385	1	24,797	650	35
Trade & Ind.	9,088	526	116	18,088	1,403	727
Apprenticeship				4,330	60	10
Group Guidance/ Pre-Vocational		30,131	1,935	0	0	0
TOTAL	38,593	2,889*	248*	98,224	2,822	987

R - Regular
D - Disadvantaged
H - Handicapped

*Excludes group guidance/Pre-Vocational

A wide variety of adult programs serve the handicapped and disadvantaged. The greatest number are enrolled in Adult High School, Adult Basic Education, Extension, and Manpower Development and Training programs. Total enrollments of 17,172 in 1970-71 are a substantial increase over 1968-69 enrollments of 4,715 (Table 6).

TABLE 6

DISADVANTAGED AND HANDICAPPED ADULT ENROLLMENTS BY PROGRAMS 1968-69, 1970-71

Program	1968-69			1970-71		
	H	D	H&D	H	D	H&D
Extension	229	954	106	389	1,943	48
Part Time Preparatory	146	215	56	240	787	28
Manpower Dev't. & Training	12	299	6	--	1,700	1
Homemaking	107	404	46	167	1,159	18
Adult High School	13	69	4	46	3,289	4
General Adult	87	440	29	329	1,329	24
Driver Education	32	166	14	93	320	15
Adult Basic Education	13	501	6	--	2,256	47
Aidable Programs*	NA	NA	NA	58	90	7
Non-aidable Programs**	172	521	68	446	1,280	161
High School Contract	--	NA	--	--	898	--
TOTALS	811	3,569	335	1,768	15,051	353
	Combined Totals: 4,715			Combined Totals: 17,172		

*Conference, seminars, etc.
**Recreational, craft and hobby oriented.

Source: FEDERAL ENROLLMENT REPORT, 1970-71, Wisconsin Board of Vocational, Technical and Adult Education

The substantial growth in enrollments of special students in regular programs in the last two years parallels those for projects funded under the 1968 Amendments.

Handicapped and Disadvantaged Students Enrolled in Projects Funded Under The 1968 Amendments

The number of projects for special needs groups has more than doubled since 1969-70, the first year Amendment funds became available (Table 7). Handicapped and disadvantaged post secondary projects under Part B and Part F, Consumer and Homemaking, have increased from 68 and 13 in 1970 to 110 and 33 respectively in 1972. Growth in these areas is partly due to an increase in federal, state and local matching funds, but also to strong leadership at the State level. Several research and exemplary projects have been directed toward special needs groups; and, of the fifteen 1971-72 work-study projects, eleven had over 50 percent disadvantaged enrollments.

TABLE 7

SPECIAL VOCATIONAL PROJECTS FOR THE HANDICAPPED AND DISADVANTAGED BY FEDERAL DEFINITION

Part of the Act	1969-70	1970-71	1971-72
Part A, 102b--Disadvantaged			
Secondary	14	21	24
Post Secondary	12	24	18
Part B (15%)-Disadvantaged			
Secondary	55	123	139
Post Secondary	40	47	74
(10%)-Handicapped			
Secondary	15	17	25
Post Secondary	18	21	36
Research			
Secondary	0	1	1
Post Secondary	0	5	6
Exemplary			
Secondary	0	0	0
Post Secondary	7	4	5
Consumer and Homemaking			
Secondary	3	5	6
Post Secondary	13	23	33
Cooperative Education			
Secondary	29	62	101
Work Study			
Post Secondary	9	12	15
Total Secondary	116	229	296
Total Post Secondary	99	136	187
TOTAL	215	365	483

Sources: SERVICES TO PERSONS WITH SPECIAL NEEDS, Wisconsin Board for Vocational-Technical Adult Education, 1972. Department of Public Instruction, Bureau for Career and Manpower Development.

Secondary vocational projects for handicapped and disadvantaged have been gradually increasing, except in the research and examplary areas. A look at the distribution of secondary disadvantaged projects by program area reveals that office occupations and trade and industry programs have the largest number of special needs projects (Table 8). There has been a decline in projects in agricultural and little activity in the distributive education, wage earning home economics, and health program areas.

TABLE 8

DISTRIBUTION OF SECONDARY DISADVANTAGED PROJECTS BY PROGRAM AREA

Program	1969-70	1970-71	1971-72
Agriculture	0	36	22
Distributive Education	0	0	0
Health	0	1	0
Wage Earning Home Economics	1	3	2
Office Occupations	11	26	32
Trade and Industry	34	52	68
Guidance	4	--	6
Other*	5	5	9
TOTALS	55	123	139

*Other includes workshop projects and projects for local vocational education coordinators who serve predominantly disadvantaged students.

Source: Bureau for Career and Manpower Development

These secondary projects are funded under Part B of the Amendments and involve classes with over 60 percent disadvantaged students.

Overall enrollment trends for handicapped and disadvantaged students in programs supported in part by 1968 Amendments funds are shown in Table 9. Enrollments are given over a seven year period for

TABLE 9

SPECIAL PROGRAM ENROLLMENTS BY FEDERAL DEFINITION
1970-73, 1976-77

Special Programs	1969-70	1970-71	1971-72	1972-73	1976-77
Disadvantaged - Total	8,065	11,200	10,486	11,356	17,797
Secondary	3,927	2,200	5,170	5,644	10,800
Post Secondary	1,988	5,000	2,670	2,890	4,070
Adult	2,150	4,000	2,646	2,822	2,927
Handicapped - Total	385	2,050	2,689	2,916	5,156
Secondary	57	150	1,512	1,681	3,800
Post Secondary	260	1,800	217	248	347
Adult	68	100	960	987	1,009
Cooperative Program - Total (Part G only)	1,074	1,130	1,644	2,058	3,400
Secondary	1,074	1,130	1,644	2,058	3,400
Post Secondary	--	--	--	--	--
Exemplary - Total	4,768	4,200	4,395	3,170	19,020
Secondary	--	--	--	--	--
Post Secondary	4,768	4,200	4,395	3,170	19,020
Work Study - Total	53	577	445	490	1,026
Secondary	--	--	--	--	--
Post Secondary	53	577	445	490	1,026
Consumer and Homemaking - Total	4,430	3,833	7,321	7,361	8,818
Secondary	430	750	990	1,020	1,856
Post Secondary	--	--	--	--	--
Adult	4,000	3,083	6,331	6,341	6,962
TOTALS	18,775	22,990	26,980	27,351	55,217

Sources: FEDERAL ENROLLMENT REPORT, 1969-70, 1970-71 (Form 3138 5/71, 6/70); A LONG RANGE PROGRAM PLAN, 1971-75; 1973-77 STATE PLAN, Wisconsin Board for Vocational, Technical and Adult Education.

each special program. It is projected that over 50,000 students will be served through Amendment funded projects by 1976-77--over 100 percent more students than are currently served. The largest enrollment increase in the last two years has been in consumer and homemaking programs for adults. Projections are that exemplary programs will show the fastest increase growth rate of all areas, serving close to 20,000 students by 1976-77.

Post secondary special programs, enrollments and allocations for 1971-72 are given by district in Table 10. These combined factors are an indication of the amount of program activity in each district in the year just ended. They are not intended as an indication of the quality of training provided to special students.

TABLE 10

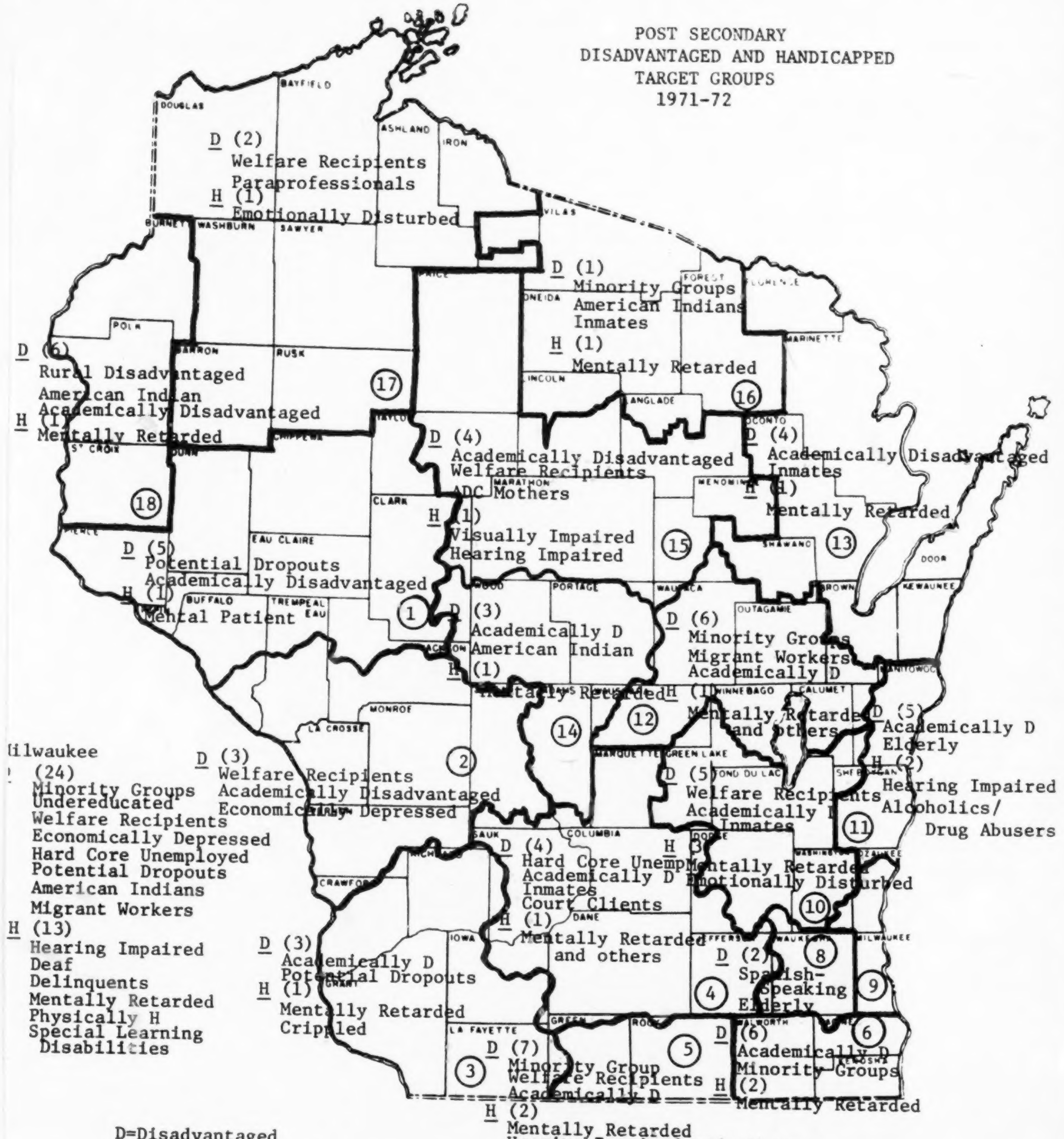
POST SECONDARY SPECIAL PROGRAMS, ENROLLMENTS AND ALLOCATIONS (1971-72) BY DISTRICT

	No. Projects		Enrollments*		Allocations**	
District	H	D	H	D	Federal	State & Local
1	-	7	-	556	54,784	24,599
2	-	6	-	3,926	75,665	40,402
3	1	5	45	159	73,792	24,396
4	1	6	15	959	99,325	32,427
5	2	8	180	2,890	171,172	68,856
6	2	8	164	773	144,966	52,571
8	-	8	-	97	12,423	3,269
9	15	32	1,383	12,289	804,548	181,703
10	3	6	335	500	276,222	108,623
11	2	5	54	688	11,310	3,614
12	1	7	296	1,505	224,829	80,979
13	1	4	12	234	79,904	81,250
14	3	3	118	38	14,303	3,241
15	2	6	16	1,316	145,456	30,596
16	1	2	120	166	55,125	17,477
17	1	6	178	521	75,764	40,754
18	1	5	12	1,582	96,657	17,120

* Estimated project enrollments from SERVICES TO PERSONS WITH SPECIAL NEEDS, Wisconsin Board for Vocational, Technical and Adult Education, 1972.

**Allocations are for special programs under the 1968 Amendments.

Figure 9


POST SECONDARY
DISADVANTAGED AND HANDICAPPED
TARGET GROUPS
1971-72
DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
D (2)
Welfare Recipients
Paraprofessionals
H (1)
Emotionally Disturbed
BURNETT
WASHBURN
SAWYER
PRICE
ONEIDA
FOREST
FLORENCE
D (1)
Minority Groups
American Indians
Inmates
H (1)
Mentally Retarded
POLK
BARRON
RUSK
MARINETTE
LINCOLN
LANGLADE
16
17
D (6)
Rural Disadvantaged
American Indian
Academically Disadvantaged
H (1)
Mentally Retarded
ST CROIX
DUNN
CHIPPEWA
TAYLOR
OCONTO
18
D (4)
Academically Disadvantaged
Welfare Recipients
ADC Mothers
H (1)
Visually Impaired
Hearing Impaired
MARATHON
MENOMINEE
D (4)
Academically Disadvantaged
Inmates
H (1)
Mentally Retarded
CLARK
PIERCE
EAU CLAIRE
SHAWANO
DOOR
15
13
D (5)
Potential Dropouts
Academically Disadvantaged
H (1)
Mental Patient
BUFFALO
TREMPEALEAU
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
OUTAGAMIE
1
D (3)
Academically D
American Indian
H (1)
Mentally Retarded
JACKSON
ADAMS
WAUSHARA
D (6)
Minority Groups
Migrant Workers
Academically D
H (1)
Mentally Retarded
and others
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
14
12
D (5)
Academically D
Elderly
H (2)
Hearing Impaired
Alcoholics/
Drug Abusers
ilwaukee
(24)
Minority Groups
Undereducated
Welfare Recipients
Economically Depressed
Hard Core Unemployed
Potential Dropouts
American Indians
Migrant Workers
H (13)
Hearing Impaired
Deaf
Delinquents
Mentally Retarded
Physically H
Special Learning
Disabilities
D (3)
Welfare Recipients
Academically Disadvantaged
Economically Depressed
2
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
D (5)
Welfare Recipients
Academically D
Inmates
11
SAUK
COLUMBIA
DODGE
RICHLAND
CRAWFORD
D (4)
Hard Core Unemp
Academically D
Inmates
Court Clients
H (3)
Mentally Retarded
Emotionally Disturbed
WASHINGTON
OZAUKEE
10
H (1)
Mentally Retarded
and others
DANE
IOWA
JEFFERSON
WAUKESHA
MILWAUKEE
D (3)
Academically D
Potential Dropouts
GRANT
H (1)
Mentally Retarded
Crippled
D (2)
Spanish-
Speaking
Elderly
8
9
4
LA FAYETTE
GREEN
ROCK
WALWORTH
RACINE
KENOSHA
5
6
D (7)
Minority Group
Welfare Recipients
Academically D
H (2)
Mentally Retarded
Hearing Impaired and others
3
D (6)
Academically D
Minority Groups
H (2)
Mentally Retarded

D=Disadvantaged
H=Handicapped
( )=number of 1968 Amendment Special Projects under Part A (102b), B, and F

Source: SERVICE TO PERSONS WITH SPECIAL NEEDS, Wisconsin Board of Vocational Technical and Adult Education.

Special Target Populations

Through secondary, post secondary and adult programs many districts have been able to use Amendment funding to extend their programs beyond traditional boundaries. These programs include, therefore, the academically handicapped, correctional institution inmates, older workers, juvenile delinquents, dropouts, and members of racial or linguistic minorities, such as, Blacks, Spanish-speaking and American Indians. Each district serves its own unique configuration of people.

The State Board has adopted the following criteria for identifying disadvantaged persons:

1. Persons who are members of the families which have income below the poverty level as defined by generally accepted criteria;
2. Persons whose families are receiving welfare or Aid to Families With Dependent Children (AFDC) aids;
3. Persons who are identified as potential dropouts;
4. Persons who have dropped out of school;
5. Persons who are members of racial minority groups and who attend inner-core schools;
6. Persons who are underachievers whose achievement level is more than one grade below their normal class placement, whose grades are D or lower, who are two years or more behind normal grade placement based on chronological age;
7. Persons who are alienated or have personal relationship problems;
8. Persons with impairment in adaptive behavior associated with sub-average general intellectual functioning;
9. Persons who have adverse records with police, detention personnel, etc;
10. Persons who are members of migrant worker families;
11. Persons who are linguistically isolated from the population at large;
12. Persons who are residentially or geographically isolated;
13. Persons who have other identified disadvantagements, such as ill health, poor nutrition, broken homes, out of wedlock pregancies, underemployment, etc.

An indication of the types of disadvantaged and handicapped persons served in each post secondary district is provided in Figure 9. These groups reflect only those served through 1968 Amendment projects and do not include those sponsored by the Office of Economic Opportunity, the Work Incentive Program, Manpower Development and Training and other federal programs. An urban area, such as, District 9 (Milwaukee) has a concentration of persons with special needs of far greater magnitude than the predominantly rural northern districts. While the number of post secondary district special projects is also provided, it is intended again as an indication of level of activity not as an indication of quality of service. Highlights of the types of programs being provided to special target populations can be found in Chapter VI.

Ethnic minorities are served in all districts. Total enrollments by ethnic composition are shown in Table 11. It is estimated that in 1972-73, secondary enrollments will be 93 percent white, 5 percent black, 16 percent Indian and 1.2 percent other races. Post secondary student enrollments are similar with 94 percent white, 3.4 percent black, .9 percent Indian and 1.4 percent other races. In 1970-71 there were approximately 25,000 non-white minority group members in vocational programs. By 1971 it is estimated that there will be close to 30,000.

TABLE 11

SECONDARY AND POST SECONDARY ENROLLMENT BY ETHNIC GROUP*

	1971		1973		1977	
Ethnic Group	S.	P.S.**	S.	P.S.	S.	P.S.
Whites	300,757	34,212	311,845	39,305	365,709	55,430
Blacks	15,938	1,264	16,526	1,439	19,380	1,999
Indians	1,968	323	2,040	379	2,343	540
Others***	3,968	541	4,115	608	4,825	839
TOTALS	322,631	36,340	334,526	41,731	392,257	58,808

S. = Secondary
P.S. = Post Secondary

* The ethnic composition is based on information obtained State Board staff from a sample survey, 2nd semester 1972, covering approximately 60 percent of the students actually enrolled.

** Enrollments are for 1971-72 school year.

*** Includes Mexican-Americans, Spanish-Americans, Puerto-Ricans, Orientals and other races.

Source: 1973-77 STATE PLAN, Wisconsin Board for Vocational, Technical and Adult Education.

Table 12 provides projections of enrollments of post high school students in full time programs.

TABLE 12

PROJECTED POST SECONDARY ENROLLMENT[1] (FULL TIME) BY DEGREE PROGRAMS AND ETHNIC GROUP 1973[2]

Program	Whites	Blacks	Indians	Others[3]	Total
Associate degree	19,944	490	100	282	20,816
1 Year Voc. Dip.	10,740	411	246	90	11,487
2 Year Voc. Dip.	3,094	52	7	24	3,177
Others[4]	5,527	486	26	212	6,251
TOTAL	39,305	1,439	379	608	41,731

[1] Excludes enrollment in apprenticeship programs.

[2] The ethnic composition is based on information obtained from a sample survey, 2nd semester 1972, covering approximately 60 percent of the students actually enrolled.

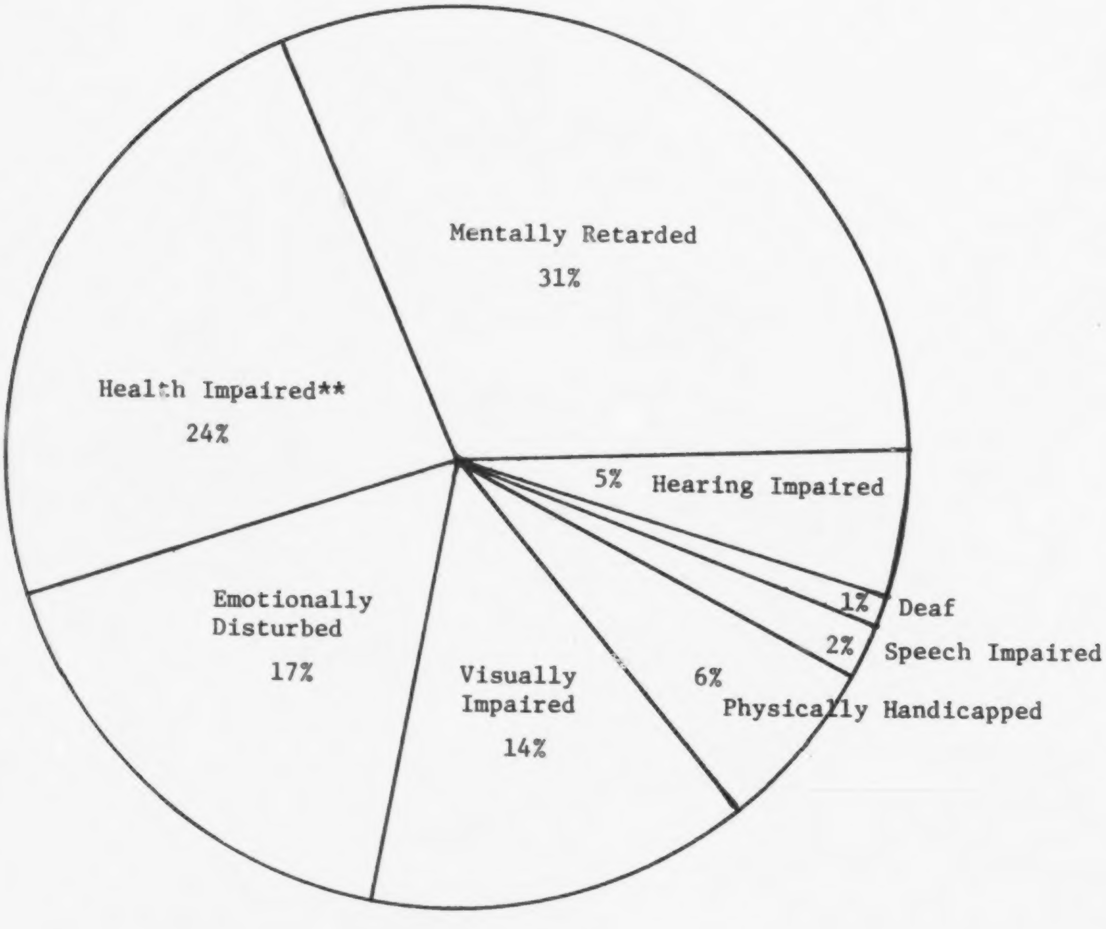
[3] Includes Mexican-American, Spanish-Americans, Puerto Ricans, Orientals, and others.

[4] Includes students who have not yet specified their program preference.

Figure 10 indicates the number of handicapped persons who were served through Part B special projects in 1970-71. The mentally retarded, the seriously emotionally disturbed, and the visually handicapped represent 62 percent of the total enrollment. The health impaired--including those with heart disease, diabetes and epilepsy--represent 24 percent. Those with physical handicaps account for only 6 percent of enrollments.

Figure 10

TARGET POPULATION PROFILE OF VOCATIONAL EDUCATION PROJECTS FOR THE HANDICAPPED*
1970-71



* Based on enrollments from form VE-FS-203.

** Includes illness, heart, diabetic, epileptic, referred by the Division of Vocational Rehabilitation.

Source: Wisconsin Board of Vocational Technical and Adult Education.

Enrollment increases through regular and federally funded programs have put continuing pressure on the State Board, the Department of Public Instruction and the districts to develop a wide range of responses to the needs of special groups. The following discussion will focus on programs funded under the 1968 Amendments.

Programs and Services

Amendment funds were intended to encourage secondary and post secondary schools to develop supportive services which would enable disadvantaged and handicapped students to succeed--as much as possible--in regular programs. In its SECOND REPORT (1969), the National Advisory Council pointed out the danger of separate programs for disadvantaged and handicapped persons:

> Federal legislation now encourages the development of separate programs for the disadvantaged. Such programs say to the disadvantaged that they are second-class citizens who cannot make it in the mainstream. Such programs appear to shut the door to career advancement. What the disadvantaged want and need is access to vocational and technical programs for career preparation in the mainstream. Counseling, tutoring and other support and assistance are essential, but separateness destroys dignity.[6]

Among the program components which can be funded are:

1. Surveys to identify disadvantaged aged persons, employment opportunities, geographical target areas.
2. Recruitment to reach disadvantaged youth and adults.
3. Modifications in regular programs, such as in scheduling, individual instruction, open entry or exit to and from a program according to need, assessment, remedial or pre-vocational training, tutoring, coaching and transportation.
4. Curriculum development for individual, modified or special programs, including salaries for specialist, instructional materials and equipment.
5. Funding for personnel e.g., job development coordinator, and for supportive services e.g., guidance and counseling.

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[6] National Advisory Council on Vocational Education. SECOND REPORT, Washington, D. C., 1969.

6. Research, experimental and demonstration projects.
7. Program evaluations, student placement and follow-up[7]

Federal support under the 1968 Amendments has led to some very imaginative programs throughout the State. In 1971-72 over 480 projects were undertaken which include all the program components mentioned above.

Post Secondary Programs

The Board's most ambitious attempts to reach the disadvantaged are funded by the Vocational Education Act of 1968. In testifying for the Act's passage, one witness maintained:

> It is socially and economically sound that we give attention to the growing number of students who do not 'fit the system' or who have 'failed' and left school. We are well acquainted with recent events of social unrest. In part, this unrest is caused by lack of vocational education that can encourage students to seek and hold a job.[8]

In FY 1972-72, over 110 projects for training the disadvantaged and handicapped were approved by the State Board under the Vocational Education Act. Following is a brief listing of the major focal points in each district.

District Number	Major Focal Points	Number Served
1	Improve reading and mathematical skills; counseling	450
2	Establish a walk-in center for special tutorial help.	440
3	Drop-out prevention; establish special information center for students interested in household and related occupational care.	134

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[7] SUGGESTED UTILIZATION OF RESOURCES AND GUIDE FOR EXPENDITURES (SURGE), U. S. Department of Health, Education, and Welfare, Office of Education, Washington, D. C., 1970.

[8] REPORT TO THE GOVERNOR, 1973-77, Op. Cit.

District Number	Major Focal Points	Number Served
4	Additional counseling; recruiting minorities to qualify for trade apprenticeship programs.	395
5	Establish career action learning lab and new careers counseling service.	1,690
6	Establish pre-technical program for entrance into advanced programs; create pre-vocational learning center for disadvantaged.	598
8	Establish craft center to supplement income.	12
9	Recruit persons for vocational education in the inner city; create speech therapy program; recruitment of disadvantaged into construction trades.	10,461
10	Career development and training for the disadvantaged.	250
11	Pre-employment counseling for machine trades.	12
12	Develop curriculum materials for remedial instruction; provide outreach vocational educational counseling.	894
13	Creation of a guided studies program; job sampling.	230
14	Vocational orientation for American Indians.	31
15	Knowledge for small business career operation; career counseling.	191

District Number	Major Focal Points	Number Served
16	Identification of disadvantaged persons; remedial counseling.	125
18	Outreach vocational counseling; mobile classroom use for imparting occupational skills.	1,542
	Total	17,455

In the area of consumer and homemaking education for the disadvantaged and handicapped, a large number of programs operated in FY 1971-72 to sharpen consumer protection skills among minority groups and perfect family living skills. A listing of the clients served, plus major program focal points, follows:[9]

District Number	Major Focal Points	Projected Number Served
1	Living skills for rehabilitated mental patients.	24
2	Consumer education for Winnebago Indians.	75
4	Family living for clients of the family courts.	349
5	Maximizing buying power for public assistance clients.	1,200
6	Cooperative program between raising literacy level and developing consumer skills; home management.	155
8	Consumer education and meal planning for Spanish-Americans and elderly nursing home clients.	85

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[9] Ibid.

District Number	Major Focal Points	Projected Number Served
9	Disadvantaged adults--solving personal and family concerns; improving family budget and credit skills' individual and group counseling.	1,952
10	Child growth and development education and individualized homemaking.	290
11	Money management for the elderly and solve problems of the divorced or widowed parent.	640
13	Consumer education for handicapped individuals.	12
14	Homemaking skills for inmates of a county hospital.	54
15	Homemaking skills for Menominee Indians (mobile classroom).	600
17	Family homemaking education.	500
18	Increase consumer competence of the disadvantaged.	50
	Total	5,986

Secondary Programs

Close to three hundred projects for person's with special needs were funded in secondary schools through the 1968 Amendments in 1971-72. All but 49 of these were projects which involved regular classes with 60 percent or more disadvantaged students. These projects provide individualized isntruction, vocational counseling, and other supportive services to enable students to remain in the mainstream of the school program. The remaining 49 projects, under the direct supervision of the Bureau for Manpower Planning's Special Need Consultant, are special projects for handicapped or disadvantaged students. Although students in these projects are involved in regular programming to the greatest extent possible, enrollments are 100 percent special needs. Emphasis in these projects is placed on (1) orientation to the world of work, (2) assessment, (3) remedial or pre-vocational training, (4) individualized learning and (5) on-the-job training. Tables 13 and 14 provide a profile of these special projects, showing their location, focus, enrollments and funding.

TABLE 13

SECONDARY DISADVANTAGED PROJECTS FUNDED UNDER PART A (102b) OF THE 1968 AMDNDMENTS 1971-72

Location	Focus	Enroll-ment	Local and State Funds	Federal Funds	%
Lake Geneva	Vocational Adjust-ment	88	21,974.40	32,961.60	60
Eau Claire Pub	Work Adjustment	36	3,610.40	32,493.60	90
Franklin	Remedial English	75	5,456.00	8,184.00	60
Franklin	Employment Skill Training	15	1,796.80	7,187.20	80
Franklin	Remedial Math	150	380.00	420.00	60
West De Pere	Dropout Prevention	7	2,277.90	5,315.10	70
Superior	Conservation	20	512.30	4,610.70	90
Union Grove	Counselor--Special Needs	15	1,793.20	2,689.80	60
West Allis--W Milw	Occup Orient	30	3,670.60	14,682.40	80
West Allis--W Milw	Occup Orient	30	1,911.40	7,645.60	80
West Allis--W Milw	Occup Orient	30	3,485.80	13,943.20	80
West Allis--W Milw	Occup Orient	30	4,432.80	17,731.20	80
Wis Sch for Girls	Office Practice	75	--	20,433.00	100
Madison East	Dropout Work-Study	40	2,895.00	11,580.00	80
Hayward	Power Mechanics	121	650.00	5,850.00	90
Milwaukee Public	Work Adjustment	50	36,000.00	54,000.00	60
Milwaukee West	Office Ed	120	5,142.00	20,568.00	80
Hartford	Basic Skill Training		2,544.00	22,896.00	90
Kenosha Bradford	Ed Sup	40	3,435.20	30,916.80	90
Marion	Career Opport	16	980.40	8.823.60	90
Franklin	Comm Skills	30	1,080.00	1,620.00	60
Edgar	Vocational Opport	10	133.30	1,199.70	90
Milw No. Division	Office Ed	21	912.60	3,650.40	80

Source: Department of Public Instruction, Bureau for Career and Manpower Development

TABLE 14

SECONDARY HANDICAPPED PROJECTS FUNDED UNDER PART B OF THE 1968 AMENDMENTS
1971-72

Program	Focus	Enrollments[1]	Local or State Funds	Federal Part	%
Greendale	Skills For Employment	19 EMR	$ 922.50	$ 2,152.50	70
Wis Sch Vis Hdcp	Mobility Training	20 Blind	--	13,455.00	100
CESA 5	Wage Earning Home Ec	66 EMR	--	10,347.00	100
CESA 3	Vocational Assessment	100 EMR	1,754.10	15,786.90	90
Janesville P.S.	Work Experience	20 EMR	817.50	1,907.50	70
CESA 12	Industrial Education	26 EMR	1,847.10	4,309.90	70
CESA 9	Adjustment to World of Wk	90 EMR	2,417.00	9,668.00	80
Lodi	Work Experience	35 EMR	1,014.00	2,366.00	70
Adams Friendship	Vocational Orientation	14 EMR	610.20	1,423.80	70
Milwaukee Public (Ranch)	Work Experience	26 EMR	14,596.80	34,059.20	70
DPI	Follow-up Study	--	--	17,700.00	100
Merrill	Environment Vocations	131 EMR	2,406.20	21,655.80	90
CESA 9	Industrial	175 EMR	--	2,113.00	100
Madison Public	Vocational Education	70 EMR	4,341.30	10,129.70	70
Mayville	Work Experience	8 EMR	228.00	912.00	80
Mantitowoc Co HCEB	LVEC	110 MR	1,478.40	13,305.60	90
Wis Sch Vis Hdcp	Vocational Guidance	170 Blind	--	15,180.00	100
Wisconsin Dells	Persisting Life Needs	15 EMR	1,226.60	4,906.40	80
Walworth Co Sp Sch	Work Experience	4 EMR	--	4,285.00	100
Wis Sch Vis Hdcp	LVEC	146 Blind	--	16,560.00	100
Ladysmith	Laundry and Drycleaning	16 EMR	1,428.00	3,332.00	70
Wis Sch Vis Hdcp	Industrial Education	75 Blind	--	14,173.00	100
CESA 12	Work Experience	14 EMR	1,523,10	3,553.90	70
CESA 12	Work Experience	10 EMR	1,727.70	4,031.30	70
Algoma	Occupational Information	29 EMR	2,962.00	11,848.00	80
Outgamie Co. HCEB	Industrial Education	20 TMR	--	5,640.00	100

[1] EMR= Educable Mentally Retarded
TME= Trainable
MR = Mentally Retarded

Source: Department of Public Instruction, Bureau for Career and Manpower Development.

Research and Exemplary Projects

The Research Coordinating Unit (RCU) administers funds allocated for research and exemplary projects. Although exemplary project funding was available in 1969-70, research funding was not approved until the 1970-71 school year.

Over the past two years eleven research projects have had the handicapped or disadvantaged as their primary target group. Among these are a survey in 1971 of current and former students and staff to determine the effectiveness of VTAE programs in meeting the work related needs of handicapped students and graduates. Projects funded in 1971-72 included two studies sponsored by the State Board, one focusing on the vocational assessment of handicapped persons and, the other, on identifying the continuing education needs of a selected group of handicapped adults in three representative Wisconsin VTAE districts. North Central Technical Institute (District 15) has been developing a model for predicting early withdrawal of students so as to facilitate corrective actions and prevent their premature withdrawal from post secondary vocational technical education programs.

The University of Wisconsin--Stout is designing a convergency plan for vocational research. Conducted through its Center for Vocational, Technical and Adult Education, this study will identify major problems faced by vocational education in Wisconsin and establish research priorities through development of a convergence plan involving several agencies and institutions of high education in Wisconsin.

The exemplary program under the Act is intended to create a bridge between school and earning a living for young people who are still in school, who have left school either by graduation or by dropping out, or who are in post secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies. Fourteen projects amounting to nearly $120,000 of federal funds were approved for 1971-72.

More than any other, this is an area for innovation and creativity. In 1969-70 Milwaukee's Commando Project to recruit minority groups was funded as an exemplary project and is now an on going program at the Milwaukee Area Technical College.[10] An educational assistance program for potential dropouts, at the Fox Valley Technical Institute, Appleton, originally funded in 1970, is now in its third year of operation. Using a computer, program staff identify potential dropouts, counsel them and work out an educational program which will enchance their employability. In VTAE District 2, a mobile unit is used to provide relevant occupational information to 3,000 rural disadvantaged youth to facilitate their exploration of the world of work.

The Barron County Project

The Five-Year Barron County Project in District 17-18, begun in March, 1972, is now well under way. The overall purpose of the program is to mobilize a delivery system which will make the services of various social and educational agencies accessible to all disadvantaged people in the area. The aim is poverty control and abatement through a saturation of services. The current delivery system is viewed as fragmentory and "replete with red tape obstacles of a bureaucratic system."[11] During the six-month planning stage of the project, a survey of potential clients and their needs and an assessment of the resources already available to the disadvantaged population of Barron County have been made. These surveys will form the basis for the implementation of the delivery system over the next five years. Meeting the needs of a disadvantaged family through a total package of services is a considerable challenge. This long-range project should have outputs which will be useful to every agency in the State.

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[10] Described in "Program Highlights," Chapter VI.

[11] "A Delivery System for Lifetime Education: A Planning Grant Proposal", Area Vocational, Technical and Adult Education, District 17, 1972.

The Barton County project and others reviewed above, represent only a few of the many responses which have become feasible through the support of Amendment funds. Programming for the handicapped and disadvantaged is a relatively new and challenging responsibility for the State's vocational system. As these programs develop, continuing evaluation of their effectiveness is essential. District directors, local vocational education coordinators and the State Board itself, have identified some of the future needs in this area.

Program Needs

District directors and local vocational education coordinators identified a number of supportive services which they felt needed more emphasis. LVEC's stressed counseling and guidance, special placement services and remedial or pre-vocational training (Table 15).

TABLE 15

SECONDARY VOCATIONAL EDUCATION SERVICES FOR THE DISADVANTAGED AND HANDICAPPED NEEDING MORE EMPHASIS
(N=85)

Vocational Services	Need More Emphasis	
	No.	%
Vocational counseling & guidance for people with special needs	56	65.8
Placement services especially tailored to special needs students	55	64.7
Remedial or pre-vocational training	54	63.5
Orientation to world of work	51	60.0
Assessment (Work sample, testing)	48	56.4
Tutoring, Coaching	45	52.9
Special recruitment or identification programs for the handicapped & dis.	44	51.7
Skills training	39	45.8
Follow-up of graduates	39	45.8
Transportation	28	32.9
Other	2	2.3

Source: "LVEC's Special Needs Questionnaire," Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, 1972.

District directors would like to see more emphasis placed on vocational guidance, orientation to the world of work, transportation services, placement, tutoring and assessment. Except for transportation, which is a greater problem on the post secondary level, both district directors and LVEC's stressed similar needs.[12]

In its SIXTH REPORT, the National Advisory Council urged a "...total effort to improve the quality and quantity of counseling and guidance services to all individuals--youth and adults--throughout the land."[13] They urged the increased use of paraprofessional personnel to work in guidance, increased services for minority populations and other disadvantaged, guidance programs for handicapped persons, for adults, for correctional institution inmates and for veterans. They suggested that placement services be considered a major part of counseling and guidance programs and that career education be a requirement in the professional preparation of counselors.

Adequate supportive services were identified by several district directors as a crucial factor in extending regular vocational programs to the handicapped and disadvantaged. Students often need medical services, cannot pay for tuition and living expenses and have difficulty getting to the school. Transportation is a major problem especially in rural districts. As a director said:

> Perhaps the biggest problem faced by handicapped and disadvantaged persons is mobility. In our rural district the ability for these people to get to a central location on a regularly scheduled basis is nearly impossible. Factors relating to this problem are their ability to pay for public transportation, finding transportation (from friends, etc.) and their general level of responsibility concerning schedules and timetables.[14]

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[12] "District Directors Special Needs Questionnaire," Wisconsin Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, 1972.

[13] National Advisory Council on Vocational Education, SIXTH REPORT, "Counseling and Guidance: A Call For Change," Washington, D.C., June, 1972.

[14] "District Directors Special Needs Questionnaire," Wisconsin Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, 1972.

Often a concommitant problem is finding housing for those who live in communities where regular vocational programs are not offered. Faced with many personal, family and economic problems, students must overcome many obstacles before they can begin to take advantage of vocational education.

Developing programs within traditional vocational programs requires a willingness to change. Often attitudinal, organizational and financial patterns mitigate against the implementation of new concepts in vocational education for persons with special needs. Major difficulties which LVEC's have encountered are (1) lack of receptiveness and sensitivity on the part of local boards, administrative staff and teachers, (2) lack of local matching funds to support what are often viewed as extra, expensive, special programs and services, (3) lack of available, qualified staff to provide individualization of instruction, (4) lack of on-the-job training and employment opportunities in the community, and, perhaps most importantly, (5) lack of knowledge about what to do for persons with special needs--what kinds of programs to develop.

The 1968 Amendments have provided funds to face these kinds of problems head on. The success of bringing more handicapped and disadvantaged people into the vocational, technical and adult system depends on the strong leadership and imagination of state and local administrators to identify and meet the occupational needs of special persons.

In a recent report to the Governor, the State Board pinpointed a number of crucial program needs for improved services to the disadvantaged and handicapped:

> Needed occupational training and educational opportunities must be effectively provided through more relevant curricula, more appropriate teaching methods and administrative procedures, new equipment and facilities, and a more sensitive viewpoint concerning students and community to insure successful employment, thereby breaking welfare and poverty cycles and improving family and social life. The following are identified as vital to insure successful vocational education for persons with special needs:
>
> 1. Successful recruitment with increased emphasis on outreach, interagency articulation and community involvement.

2. Dropout prevention with increased counseling and student supportive services, on an outreach basis if necessary, including articulation with agencies which provide subsistence, medical and mobility assistance.

3. Provision for increased coordinated relevant programs with specialized curricula tailored to individual needs in the areas of occupational training, work experience, consumer and family life, basic and general education, orientation, prevocational and remedial education.

4. Involvement with pertinent sectors of the community, both private and public.

5. Job development and placement articulation with the Employment Service Agencies and employers in order to promote and develop job entry, job stability and job advancement.

6. Accountability to include coordinated collection and analysis of relevant data and reports on persons with special needs in order to determine and provide needed correction measures and services.

7. Continuous resource development and coordination to explore, research, investigate, develop, implement, evaluate, report, and disseminate special instructional programs and special manpower services which can be made available from federal, state and local, public and private sources.[15]

While special projects funded through the Amendments have made a strong impact on services to Wisconsin's special needs groups, it is clear that what has been done is only a beginning. The Amendments have created an awareness at both the state and district level that there will continue to be a large number of citizens whom the vocational, technical and adult system has a commitment and an obligation to serve. As programs and services for these groups grow, the question of accountability will become increasingly important.

Accountability--Special Needs

The Board has taken major steps toward meeting its 1969-71 BIENNIAL REPORT objective of better accountability in the area of special needs. This broad objective--to develop in depth, expanded meaningful follow-up procedures and services--involves the following components:

1) gathering of individual student profile information
2) designing of program services to meet individual needs, assessing effectiveness of program, redesigning program to more effectively induce student progress.

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[15] REPORT TO THE GOVERNOR, 1973-77, Op. Cit.

3) matching records with other agencies in order to articulate services and avoid duplication.
4) following up students at completion of vocational education in order to determine their success on the job and their need for continuing education services.[16]

To meet this objective a student accounting system has been developed through the cooperative efforts of the Division of Administrative Planning and staff of the Division of Community and Manpower Education. Aimed specifically at special needs students who are enrolled in federally funded programs, the accounting system should provide the basis for more standarized reporting in an area where accounting has been difficult. The interpretation of who is disadvantaged or handicapped has been left for the most part to each district offering services. Differences in interpretation have led to undependable data on which to evaluate programs. Coupled with the lack of standardization in reporting has been the problem of comparing various bits of information about each student. Previous reporting has been in blocks, e.g., out of 50 students enrolled, 35 are reported on public assistance. It was almost impossible to develop a profile on a single student which would relate his circumstance to the various types of programs and services he received to what happened to him upon termination or graduation.

The new student accounting system is intended to provide both current and terminal status information on handicapped and disadvantaged students enrolled in projects funded under Parts A and B and F of the Amendments; Manpower Development and Training; and Adult Basic Education. Essentially the forms provide entry level information, such as, referral source, sex, race, handicap, work status, income, public assistance status and terminal information, such as, special services received, graduation or reasons for termination and occupation. Information collected on each student will allow a district to follow his progress and to evaluate whether or not his program is leading to gainful employment or further education. Appendix C.

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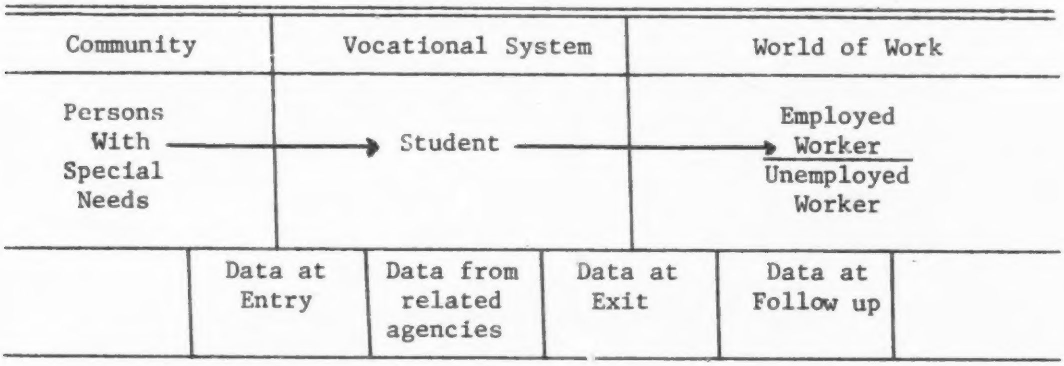
[16] BIENNIAL REPORT, FY 1969-71, p.36.

At present the system has four basic components all relying on key punched computer data. These are: 1) the special needs data, 2) regular program student accounting records, 3) financial aids data and 4) follow-up data. Correlations can be developed between any of the bits of information in the four data banks. Eventually a district will be able to follow the progress of a special needs student from entry into a vocational program to graduation. Information about the student will be reported as he enters the vocational system, while he is in progress, when he graduates or terminate and when he enters the world of work (Figure 11).

Figure 11

DATA TO BE COLLECTED ON PERSONS WITH SPECIAL NEEDS IN FEDERALLY SUPPORTED PROGRAMS


Community
Vocational System
World of Work
Persons With Special Needs
Student
Employed Worker
Unemployed Worker
Data at Entry
Data from related agencies
Data at Exit
Data at Follow up

If a disadvantaged student, for example, drops out of high school before receiving his diploma, goes into the service and returns to the VTAE system, he may enroll in an ABE program to earn his high school equivalency diploma. If he moves from the ABE program into a regular vocational program, he will be picked up by the student accounting system. If he drops out of the regular program because he lacks financial resources, a check can be made to determine if he is receiving financial aids. Whatever his reason for withdrawal, the system will pick it up. If the student returns and is graduated, there will be periodic follow ups at 6 months, 2 1/2 years and five years.

The major objectives of this accounting system are:

1) to provide a basis from which cost-benefit information can be obtained to evaluate the effectiveness of VTAE programs for special needs students. This information can be obtained by student, by project, by district, and by other components. A direct relationship can be established between what special federal projects cost and what happens to a student as a result of VTAE vocational education,
2) to provide feedback to the districts at regular intervals in a form which will help them monitor their special programs,
3) to centralize information on one form for each special student,
4) to be able, eventually, to plug other data sources into the current system to expand its capabilities for reporting on the complex network of services which relate to offering special programs.

An inservice training session was held in June to acquaint district staff with the forms and procedures of the system. Although most people in attendance were in favor of the idea of initiating the program, some had hesitations relating to the need for additional staff time and the related difficulty of obtaining the initial information on each student. The system is just being "debugged." Hopefully the increased capability of a district to evaluate its special programs will outweigh the task of getting started.

Summary

Through the coordination of the State Board and the Department of Public Instruction, it is estimated that over 60,000 handicapped and disadvantaged persons were served in vocational schools during 1971-72. Of these students, 44 percent were enrolled in special projects funded under the 1968 Amendments. The remaining students were served through other federal programs, such as, Manpower Development and Training and Adult Basic Education, and through regular vocational programs. Total enrollments in special programs will increase 100 percent over current enrollments by 1976-77. By then, it is projected that 55,000 students will be enrolled in these programs. In the 1970-71 school year, close to 6,000 students were enrolled in post secondary programs, the majority being in Associate Degree and 1 Year Vocational Diploma programs. Office occupations and trade and industry had the largest enrollments of special needs students at both the secondary and post secondary levels. While enrollments in these areas follow national trends, Wisconsin's enrollments in health occupations are increasing at a slower rate than they are nationally.

Through the 483 special projects funded under the 1968 Amendments, the State Board offered a variety of programs to people with a wide range of disadvantages and handicaps. Each vocational district has had to tailor its programs to meet the unique needs of its citizens. Districts 17 (Ashland) and 18 (New Richmond) have been active in developing programs for American Indians, District 10 (Fond du Lac) has programs for migrant workers, District 11 (Sheboygan) has developed programs for the elderly and District 9 (Milwaukee), with its intense concentration of people and problems, has an enormous breadth of programs to meet special needs. The handicapped are served through mobility training programs, such as, in District 15 (Wausau) the vocational opportunity program in District 3 (Fennimore) and others. The 1970-71 enrollment of handicapped students indicates that mentally retarded (31 percent), the health impaired (24 percent) and seriously emotionally disturbed (17 percent) persons have the strongest representation in special post secondary programs.

Over 9,000 disadvantaged and handicapped students were enrolled in secondary programs funded under the Amendments. Strong emphasis in those programs is put on meeting the immediate needs of the students, setting realistic goals and providing work experience. Programs in occupational orientation, remedial math and English, basic skill training and work adjustment are offered. Projects for the disadvantaged have been funded primarily in office occupations and trade and industry. There are no projects in distributive education or health and only two in wage earning home economics. Projects for the handicapped have served mainly the mentally retarded and the visually impaired.

While vocational programs for special needs groups have grown in variety and quality since the passage of the 1968 Amendments and while commitment on the local level is increasing, the State Board itself has stressed the continuing need for identification, recruitment and outreach to bring more people into the system. Primary target groups for the coming year will be inmates of correctional institutions, actual and potential dropouts, veterans and welfare recipients. Among the critical needs identified by both the Board, district directors and local vocational education coordinators were: 1) job development and placement articulation with the State Employment Service, 2) more involvement of the community in the vocational process, 3) increased coordination of programs, 4) continuous exploration, investigation and dissemination of information about successful programs and manpower resources, and, 5) better accountability--more dependable data on which to provide needed services.

CHAPTER IV

TEACHERS FOR PERSONS WITH SPECIAL NEEDS

The adequate training of teachers for vocational education was seen as imperative to the success of vocational education programs by early leaders in the field. Although many accomplishments can be identified in contemporary vocational education programs, the problem of providing adequately trained teachers and other professional personnel remains among the most critical areas of consideration in the expansion of vocational and technical programs.

The problem has become more complex as the role of vocational education has been expanded. Early programs of vocational education, encouraged by the Smith-Hughes Act of 1917, were related to agriculture, home economics, and trade and industrial occupations. The role of vocational education was gradually expanded by succeeding federal legislation until the Vocational Education Act of 1963, which provided that training be made available for all occupations not requiring a baccalaureate degree and emphasized serving the occupational educational needs of all individuals. This emphasis implies the provision of a broader range of programs in terms of occupations and in terms of levels of instruction in order to accommodate the broad range of abilities and interests of youth and adults.

The Vocational Education Amendments of 1968 provided resources for a great expansion in vocational and technical programs and earmarked funds for groups such as the disadvantaged and the handicapped. Until recently these groups were not considered a direct responsibility of vocational education. Legislation has also placed emphasis on several other program dimensions, including, the occupational aspects of guidance and counseling, orientation to the world of work, occupation exploration, cooperative education, work-study programs, job placement, and follow-up.

It should be pointed out that the problem in Wisconsin of providing vocational education teachers before 1965 was related primarily to the post secondary level, since little emphasis was placed on vocational education at the secondary level prior to the Vocational Education Act of 1963. It was only in 1964 that the Department of Public Instruction, using 35 percent of the funds made available to the state under the 1963 Act, added a staff of specialists in vocational education and initiated a statewide program of vocational education for the secondary schools. The three-year pilot school program launched vocational programs in 34 high schools and has subsequently been expanded to over 300 high schools throughout the state. The concept that vocational education experiences be part of the mainstream of education within the comprehensive high school has gained wide acceptance. Vocational education at the high school level helps meet the developmental needs of youth by adding a dimension of relevancy, meaning, and purpose to the programs of many young people.

The change in attitudes toward vocational education on the part of most secondary administrators, teachers, counselors, and community leaders is an aspect of accountability that is difficult to measure. The establishment of teacher certification in vocational education disciplines in which occupational experience is an important part of the individual's credentials was an important program innovation. The experimentation with the position of local vocational education coordinator (LVEC) in secondary schools (18 were employed in that role in 1964), the evaluation of that position as necessary and desirable, the establishment of certification standards for the LVEC, and the growth in the number of certified and employed LVEC's to a record of 130 in 1971-72 is significant.[1]

In response to the need for a more sophisticated labor force owing to expanding technology, the growth of vocational and technical programs at the post-high school level, particularly in junior and community colleges, has been phenomenal. This growth will continue as the job market continues to require increasing numbers of the labor force to have training at this higher level. Vocational programs have also continued to serve large numbers of adults in need of retraining. This need has been magnified by the introduction of new materials, methods, and equipment into the job market.

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[1] Ristau, R. A., "State of the Funded Vocational Program, Elementary-Secondary School Districts in Wisconsin," 1972.

The challenge of providing adequately trained teachers for vocational and technical education courses is very great because of the variety of occupations, levels, and types of institutions in which programs are offered and because of the range of abilities and ages of individuals to be served. The problem is compounded by the fact that teacher education programs of the traditional type have not always been appropriate for the kinds of teachers needed in vocational education. This discussion of the dimensions of the total program of vocational education has specific significance as related to the preparation of disadvantaged and handicapped.

Sensitizing People to Special Needs--State Objective

An important goal of the State Board for the 1971-73 biennium was to encourage vocational school staff and community support for special needs programs. Specifically it was the Board's intent to:

1) Sensitize state and local government to the unique needs of the disadvantaged.
2) Provide inservice training programs to sensitize state and local administrative and instructional personnel to the unique needs of the disadvantaged.
3) Include in staff meetings and communications media regular progress reports on services delivered and evaluation reports on effectiveness of services.
4) Encourage inter-agency and public and private sector involvement through advisory committees, ad hoc committees, and inter-agency utilization of resources and personnel.[2]

One of the inherent qualities in developing programs for special needs groups is a willingness to change traditional ways of doing things.

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[2] BIENNIAL REPORT, 1969-71, Wisconsin Board of Vocational Technical and Adult Education, 1971.

> Some of the language in vogue today when discussing changing programs for the disadvantaged include such terms as 'relevancy,' 'meaningfulness,' 'flexibility,' 'accountability,' 'competency,' 'productivity,' 'salable skills,' 'optimum use of human resources,' 'entering into the mainstream,' 'dignity of work,' and many others. There is nothing wrong with using these terms for they are very descriptive of what might be considered desirable outcomes of a good program. However, the danger in our usage, whether we are referring to the disadvantaged or the advantaged student, lies in the fact that too often we do not get beyond the rhetoric stage. More important, we do not make the necessary changes to bring about the desired development of the individual learner to the satisfaction of ourselves, the students, the community, or the businessman. We do not, in other words, want to change methods of doing things which have made vocational programs easier to manage, even though the evidence suggests it would be worth the risk to try a new approach.[3]

Conscious of this need to assist districts in developing new programs for their special target populations, the State Board has encouraged its vocational consultants to be flexible in their response to requests for innovative programming for the handicapped and disadvantaged. Programs have been funded to meet a wide variety of special needs groups. Chief among these are programs for persons from minority group, inmates, school dropouts and the handicapped.

Special Needs Personnel

A significant area of challenge for vocational teacher education is the preparation of teachers for students with special needs. Serving these students, until recently, was not necessarily considered a part of the role of vocational education. The Vocational Education Amendments of 1968 allocated significant amounts of money for programs to serve these groups. The act also emphasized the need to expand cooperative and work-study programs. This expansion will create the need for staff with the knowledge and skills to coordinate programs with business and industry. The expansion of the school into the community to a greater degree than at present will certainly require new talents and working relationships.

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[3] Warner, Marian B. "Individualizing Instruction for the Disadvantaged," THE BALANCE SHEET, April, 1970, p. 341.

Other aspects of the program envisioned by the Vocational Education Amendments of 1968 include expansion of programs in occupations related to home economics and consumer education. The amendments encouraged home economics educators to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas. This direction will require new emphasis in teacher education programs in homemaking. Table 16 provides enrollment projections for special programs funded by the 1968 Amendments.

TABLE 16

SPECIAL PROGRAM ENROLLMENTS
BY FEDERAL DEFINITION
1971-72, 1976-1977

Special Programs	1971-72	1976-77	Percent Increase
Disadvantaged - Total	10,486	17,797	70%
Secondary	5,170	10,800	109%
Post Secondary	2,670	4,070	52%
Adult	2,646	2,927	11%
Handicapped - Total	2,689	5,156	92%
Secondary	1,512	3,800	152%
Post Secondary	217	347	60%
Adult	960	1,009	5%
Cooperative Program - Total (Part G only)	1,644	3,400	107%
Secondary	1,644	3,400	
Post Secondary	--	--	
Exemplary - Total	4,395	19,020	333%
Secondary	--	--	
Post Secondary	4,395	19,020	
Work Study - Total	445	1,026	131%
Secondary	--	--	
Post Secondary	445	1,026	
Consumer and Homemaking - Total	7,321	8,818	20%
Secondary	990	1,856	87%
Post Secondary	--	--	
Adult	6,331	6,962	10%
TOTALS	26,980	55,217	105%

Source: 1973-77 STATE PLAN, Wisconsin Board of Vocational, Technical and Adult Education, 1972.

The personnel needed for these programs are often difficult to determine and more challenging to acquire than for more traditional ones.

The State Board projects substantial increases in special program enrollments--105 percent more students are expected to be served through Amendment funded projects by 1976-77 than are currently enrolled. The great increases have direct bearing on the number of vocational teachers who are needed to staff these programs. Projection of personnel needs by special program area are provided for the first time in the 1973-77 STATE PLAN (Table 17).

TABLE 17

PROJECTED PERSONNEL NEEDS BY SPECIAL PROGRAM AREA

Special Program Area	Total Staff Required	Personnel Available	Additional Personnel Needs		Projected Supply of New Personnel		Status	
			Replacement*	New Staff	Pre-Service	Other**	Excess	Deficit
				1972-73				
Disadvantaged	236	183	6	47	6	35		12
Handicapped	67	55	1	11	4	--		8
Cooperative	204	165	3	36	19	10		10
TOTALS	507	403	10	94	29	45		30
				1976-77				
Disadvantaged	340	318	2	20	1	13		8
Handicapped	150	121	3	26	20	4		5
Cooperative	440	375	2	63	30	32		3
TOTALS	930	814	7	109	51	49		16

Source: 1973-1977 WISCONSIN STATE PLAN FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION.

* Personnel who will not be available from previous year due to attrition and who must be replaced.

** Includes those expected to be available from all sources other than those referred from state teacher education programs.

While the State Board projects a deficit of special program personnel, it is not substantial. In 1976-77, 930 staff will be needed compared to the 507 anticipated for 1972-73, an increase of 83 percent. This need for more teachers, however, is expected to be offset by the increasing supply of qualified personnel. A deficit of only 16 teachers is predicted for 1976-77.

On the secondary level handicapped and disadvantaged enrollments in special programs are expected to increase by 152 percent and 109 percent respectively over the next five years. While the number of vocational teachers in vocational programs is expected to increase, the rate is considerably less than that for enrollments (Table 18).

TABLE 18

TOTAL NUMBER OF TEACHERS IN SPECIAL PROGRAMS AND NEW POSITIONS PROJECTED TO 1976*

Special Programs	No. of Teachers 1972-73	No. of Teachers 1976-77	Increase
Disadvantaged	169	210	41 (24%)
Handicapped	23	50	27(117%)
Cooperative	204	440	236(116%)
TOTALS	396	700	304 (77%)

* The State Board estimate is based on one teacher per disadvantaged and handicapped project. This method is questionable since only a part of a teacher's time may be for special projects. The estimate also does not include teachers for Parts D, F, G, and H, those for other federal programs or those in regular, non-federally supported projects.

Source: 1973-77 WISCONSIN STATE PLAN FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION, 1972.

Judging from data in the 1973-77 STATE PLAN, post secondary administrations should meet their teacher personnel needs for 1976-77. The number of teachers for disadvantaged is expected to increase 63 percent as compared to a 52 percent projected increase in enrollments (Table 19). The 56 percent projected increase in teachers for the handicapped, however, falls short of the anticipated 60 percent increase in enrollments.

TABLE 19

TOTAL NUMBER OF TEACHERS IN POST SECONDARY SPECIAL VOCATIONAL PROGRAMS AND NEW POSITIONS PROJECTED TO 1976*

Special Program	No. of Teachers 1972-73	No. of Teachers 1976-77	Percent Increase
Disadvantaged	67	130	63
Handicapped	44	100	56
TOTALS	111	230	119

* The estimate is based on Parts A (102 b) and B of the Act and does not include Exemplary or Consumer and Homemaking staff. Again the assumption is that there is one staff member per project.

Source: 1973-77 WISCONSIN STATE PLAN FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION, 1972.

Projecting personnel needs for special programs is fraught with difficulty without a reliable teacher accounting system. The data presented here do not include teachers who serve handicapped and disadvantaged in regular classes, those who are involved in exemplary and consumer and homemaking projects under the Amendments, or those in Adult Basic Education or Manpower Development and Training programs. In order to develop any workable projection some non-duplicating system for reporting teachers would have to be developed. This would require close cooperation between the State Board, the Department of Public Instruction, teacher training institutions in the state and the school districts themselves. The system would have to be sensitive to the changing needs and enrollments of various urban and rural areas, so that areas which continue to have personnel deficits in spite of an overall abundance of qualified personnel, get the help they need. These considerations are above and beyond the question of what numbers of teachers means. A person might be counted as teaching the disadvantaged or handicapped, but be unqualified or insensitive to their special needs. The question of who is qualified to teach persons with special needs is a separate, but equally important consideration.

Preparation of Teachers

No special qualifications in working with handicapped or disadvantaged are required for certification in Wisconsin as a teacher in the vocational, technical and adult education system.[4] Requirements relate to number of years of occupational and teaching experience. Vocational teachers on both the secondary and post secondary level are selected by local administrators on the basis of their certification and their availability and willingness to work with hard to reach or hard to teach groups in the schools. On the secondary level realistic and meaningfully developed programs for students depends on curriculum design which is carefully articulated between vocational, technical and special education personnel. On the post secondary level the vocational teachers must rely heavily on supportive personnel made available by the district.

While it might be ideal to have a teacher with academic, vocational and special education competencies, none could guarantee his ability to succeed with special needs individuals. Not only must the person himself be right for the situation, he must also balance a network of interrelated variables which affect the success of the vocational program.

> Among these are: 1) the students--their characteristics and their needs; 2) the teaching staff--their personalities and their expertise; 3) the administration--their leadership and support; 4) the community--their involvement and support; 5) the physical resources (facilities, hardware, and software)--their usefulness or their obsolescence.[5]

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[4] WISCONSIN ADMINISTRATIVE CODE, Chap. A-V-1, "Requirements for Certification for Wisconsin Teachers of Vocational, Technical and Adult Education," January, 1971.

[5] Warner, Op. Cit.

The second variable, the teacher--his personality and expertise--must be considered. What effect will individual members of the staff have upon the learner? How will the teacher, paraprofessional, counselor, and others perceive their role? One of the most important single variables in any program for the disadvantaged is a staff not only sensitive to the individual learner's needs, but also one who is able to individualize instruction. Further, they must be willing and capable of working beyond the call of duty. Empathy and willingness is one thing, but expertise and stamina is another; and it takes a tremendous amount of both. Variation of staffing must be a consideration, especially where the use of paraprofessionals and ancillary services strengthen and provide for greater individualization. This also assures optimum use of each teacher's talent in a new role of instructional manager and decision maker.[6] Emphasis in the selection of personnel is on sensitivity, stamina, and flexibility.

This year University of Wisconsin--Stout staff surveyed and visited programs for the handicapped. Out of these visits came some important recommendations relating to special needs personnel in Wisconsin. Stout Identified a need for:

1) Teachers within the VTAE schools (post secondary) who have training in special education.

   Suggestions are that these teachers be post secondary special education staff employed to work with vocational teachers and/or that special courses be offered in conjunction with regular vocational education teacher training.

2) Guidelines within the VTAE system relative to the competencies of teachers who work with the handicapped.

   Suggestions are that teachers be responsive to the unique needs of special individuals; have knowledge of human behavior as it relates to exceptional individuals, understand how to use and produce individualized instructional materials and know other community resources and agencies involved with special needs.

3) Creative, innovative, flexible teaching strategies to meet the unique educational needs of the handicapped.

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[6] Warner, Ibid.

Suggestions are that teachers be encouraged, not discouraged, to try to match the individual's need with an appropriate teaching response.

4) More inter-school communication among personnel who work with the handicapped.

Suggestions are that more training sessions be provided across districts lines to allow special needs personnel to share ideas.

5) Guidelines relative to the accountability of teachers of the handicapped.

Suggestions are that the State Board establish both load and achievement criteria with respect to special needs students.[7]

A Temple University study (1970) indicated that professional preparation of educators is lacking in relevancy to the needs of the disadvantaged.[8] Vocational teachers, they said, should know their community, be interested in what happens to their students and recognize and teach relevant subject matter. They suggested that the most vital courses for the preparation of vocational teachers are: trade and occupational analysis, methods of teaching appropriate to vocational education and the development of individualized instructional materials. They also urged that vocational teachers who work with the handicapped be given special preparation beyond their normal requirements. While they would stress special preparation of vocational teachers, they would not confine this preparation to a four year institutional setting. Methods of preparation should be diverse. "Resistance to the employment of non-degree teachers in the skilled craft areas by superintendents and boards of education because they do not easily fit into degree based salary schedules, certification requirements, etc., should be studied and steps taken to overcome unrealistic conditions and professional snobishness."[9]

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[7] Stout, Op. Cit., "Recommendations," pp. 4.1-4.8.

[8] SUMMARY OF TEN SHORT TERM INSTITUTES CONDUCTED FOR INSERVICE TRAINING OF PROFESSIONAL PERSONNEL RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS, Temple University, Philadelphia, 1970.

[9] Temple University, Op. Cit., p. 9.

An underlying difficulty in preparing state vocational educators on the post secondary and secondary levels with training relevant to the needs of the handicapped and the disadvantaged is the lack of clear correlations between manpower projections and teacher recruitment and preparation. Changing labor market conditions and shifts in state priorities keep the manpower picture in flux. Reliable information about the number of handicapped and disadvantaged, appropriate types of training, most suitable kinds of occupational areas, kinds and number of vocational educators is difficult to come by. To be relevant, teacher recruitment and preparation must reflect both the needs of handicapped and disadvantaged individuals and also the demands of the labor market. Increased support of special projects and staff under the 1968 Amendments and the increasing pressures for accountability have heightened administrator's awareness of the difficult job of preparing educators to meet individual needs.

Use of Indigenous, Non-Professionals

One of the innovative aspects of a number of Wisconsin's special projects is their use of indigenous, non-professionals as project staff. Indigenous, non-professionals are usually people from the special needs groups being served who provide a link between the vocational school and the values and goals of the people themselves. These "non-professional" staff have the advantage of (1) knowing their people and their community, (2) being at once "outside and inside" the traditional institution, (3) understanding the psychological, physical and vocational needs of the special groups, since they are from the group themselves, and, (4) being able to be open and talk about problems. These characteristics do not hold for everyone, of course, but para-professionals have contributed significantly to the success of programs for special needs groups.

More than before, veterans are being asked to recruit other veterans into the vocational schools (District 10), blacks to work with other blacks to keep them in school and to deal with their problems (District 5, 9), and Indians to teach Indians (District 16). In the Commando Project I in Milwaukee (District 9), which employs blacks from the Urban League to counsel minority students attending Milwaukee Area Technical College, indigenous non-professional ex-offenders make a significant contribution to the rehabilitation of students with all kinds of problems. A key feature of the Commando Project I is that the Commandos themselves are the organizers and administrators of the program. In other words, grass roots community people run the program as managers as well as serve as staff for its line positions. The involvement of special needs individuals in the vocational system who can reach out and draw others in is a sign of flexibility and willingness on the part of some districts to listen to those who want and need their programs; but, who want them on terms which do not compromise their own values and goals.

It would be harmful to the development of innovative programs for disadvantaged groups in Wisconsin if the use of indigenous teachers or paraprofessionals were not encouraged. Wisconsin has seen many successful examples of the use of talent from within the disadvantaged community, individuals who can communicate with the people and reach out to those that the programs are intended to reach. Evaluating the impact of the 1963 Vocational Educational Act, Nichols (1970) spoke of the 'certification barrier.' "Our licensing or certificating bodies are too frequently at odds with developers of programs for the disadvantaged and are...reluctant to grant the needed certification to individuals who can continue to operate programs successfully."[10] A number of those who are functioning as paraprofessionals have been encouraged and are beginning to work toward certification.

Career Education and Special Needs

Recently the U.S. Office of Education has given substantial support to changing the focus of all education K-12 to make it more career-oriented, the rationale being that our present college-oriented curriculum fails to meet the needs of a large majority of students. This movement goes far beyond the scope of what was traditionally called vocational education; however, there seems little doubt that vocational educators should and will have the opportunity and the responsibility to provide assistance and direction for this new program.

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[10] Nichols, C.F. "Vocational Education for the Disadvantaged, Seven Years Later," AMERICAN VOCATIONAL JOURNAL, November, 1970, pp. 22-23.

The concept, career education, has been explored nationally and tentative general goals for this educational system have been formulated. The first goal is to restructure the entire local school program around real life careers. The second goal is to integrate academic knowledge and skills with job training, and the third is to prepare each exiting student for further education and/or for entry into the work world. To insure the above, career education will also provide each student with a program relevant to his becoming a self-fulfilled, productive and contributing citizen. This will mean that the local school must incorporate into their educational plans on a broader scale than presently exists, community resources and non-school educational opportunities.[11]

Substantial federal funds are being directed toward developing and demonstrating these types of programs. It is too early to tell what the impact will be on Wisconsin's program or specifically what demands will be placed on teacher education as a result of this new emphasis.

It is important, however, that in any development of a career education program in Wisconsin that special needs individuals be a primary target population. Career education has "preventive" implications for disadvantaged students in that it will permit the early identification of problems related to a student's vocational problems and goals. Early planning for the disadvantaged student by administrators and teachers and consistent follow-up of the student as he moves through the educational system will insure that he is not pushed out or dropped out of vocational programs. Career education programs for special students ought to be developed around accurate, community based employment information;

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[11] Drier, Harry N. "Career Education," Wisconsin Department of Public Instruction, 1971.

conceptual skills and activities related to skill training; on-the-job experiences; and strong placement and follow-up services.

Inservice Training

Wisconsin's major thrust in the inservice training of staff for the handicapped and disadvantaged in 1971-72 came through the Area Manpower Institutes for Development of Staff (AMIDS). The first workshop, "Vocational Education Curriculum Development Workshop for Instructors of Handicapped Programs," November, 1971, was held in Milwaukee and drew participants from the North Central AMIDS region--Wisconsin, Illinois, Ohio and Minnesota. The goal of the workshop was to provide vocational education instructors with an opportunity to modify and adapt curricula to the special needs of handicapped persons. Although well attended, the conference was somewhat weak in relating behavioral objectives to the needs of the handicapped and in participant involvement. It was, however, successful in improving communication between school staffs, community service agencies, AMIDS and the state office

After this one week workshop, a consultant from Stout, working in conjunction with the State Board, traveled to each District to provide technical assistance to the trainees who were involved in the workshop to assist them in carrying out activities relating to their responsibilities for handicapped and disadvantaged students. In May, 1972, a two day follow up seminar was held in Milwaukee for participants of the original AMIDS workshop. The purpose of the workshop was to review any problems participants had upon returning to their teaching or supervisory position, to share information about modifications of materials or methods, to present samples of newly developed instructional materials and to identify further needs.

In June, AMIDS participants and others were invited to Stout for a one week institute, "Vocational Education for the Handicapped," which centered on methods for teaching the slow learner, students with learning disabilities and the emotionally and socially handicapped. While the workshop was enthusiastically received, attendance (12 people) was not as high as anticipated. This program, however, is seen as a significant beginning to further inservice programs for personnel involved with special students. On the secondary level the State Board sponsored an institute for Local Vocational Education Coordinators in 1970 to explore professionals attitudes and misconceptions about the handicapped and disadvantaged.[12]

Statewide Inservice--Plans for the 1972-73 School Year

Special needs inservice training of secondary school personnel is planned for the 1972-73 school year (Table 20).

TABLE 20

PROPOSED EXPENDITURES FOR SECONDARY INSERVICE PROGRAMS RELATED TO SPECIAL NEEDS PLANNED FOR 1972-73

Programs	Personnel	Proposed Expenditures	
		Federal	State & Local
Summer Conference* on Special Needs Eight local workshops for professional development	LVEC's & Teachers	23,000	34,000
Fourteen Summer Workshops on the "K-12 Guide for Integrating Career Development"	Teachers	100,000	100,000
Ten workshops on Development of New Program Materials	Teachers	6,000	14,000
TOTALS		129,000	148,000

* Programs directly applicable to handicapped and disadvantaged. Others may deal indirectly with special needs.

Source: 1973-77 STATE PLAN.

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[12] ATTITUDES AND MISCONCEPTIONS ABOUT THE HANDICAPPED: A REPORT OF A STATEWIDE CONFERENCE FOR LOCAL VOCATIONAL EDUCATORS, Wisconsin Board for Vocational, Technical Education, 1970.

Plans are to hold a summer conference for all vocational education coordinators, with emphasis on students with special needs and the concept of career education. In addition, fourteen summer workshops on "K-12 Guide for Integrating Career Development into Local Curriculum" will be offered as part of a coordinated secondary-elementary approach to career development. Provision for special activities or programs on the local level will be provided as needed. These include summer job orientation programs, pre-vocational guidance programs, workshops for the employment of the disadvantaged, multi-occupational co-op programs, local district conferences, and other new or continued special programs. Conferences will also be held on the development of new programs and materials.

Post secondary inservice programs to strengthen the preparation of occupational education teaching personnel include conducting: (1) short term summer workshops and/or institutes for teachers, (2) conferences for those involved in curriculum articulation, (3) inservice programs for teachers, counselors and others to reduce the number of dropouts, and (4) seminars and workshops for teachers, and administrators on the development of new programs and materials (Table 21). Inservice education programs will also be offered to teachers in adult vocational education. Several programs are planned which relate specifically to special needs personnel. In cooperation with the University of Wisconsin-Stout, the State Board plans regional workshops for teachers of the handicapped. Emphasis will be on teaching methodology and curriculum. The Interagency Liaison Committee will sponsor one-day regional meetings to identify the needs of the handicapped and disadvantaged and to promote the exchange of ideas and information among various agency personnel who coordinate special needs services. A one week "Leadership Conference" for district administrators, supervisors, and coordinators, to be held at Stout, will include a session on vocational programs for the handicapped and disadvantaged.

TABLE 21

PROPOSED EXPENDITURES FOR POST SECONDARY AND ADULT INSERVICE PROGRAMS FOR 1972-73

Programs*	Personnel	Proposed Expenditure Federal	Proposed Expenditure State & Local
Post Secondary			
Summer Workshops	Teachers	6,000	42,000
Workshops on Curriculum Articulation And Implementation	Teachers and Curriculum Staff	12,500	3,000
Workshops on Improving Student Achievement Potential	Teachers, Counselors Administration Staff	4,000	28,000
Adult			
Inservice Education	Teachers	10,000	281,838
TOTALS		32,500	354,838

* No breakdown of proposed inservice expenditures related to special needs by post secondary and adult programs is available. The assumption is that handicapped and disadvantaged students will benefit from programs offered and that special needs personnel will be involved. The specific inservice programs previously mentioned are funded out of disadvantaged funds under part B of the Amendments.

Post Secondary District Inservice Programs

A wide variety of staff inservice training related to special needs groups has been offered or is planned at the district level (Table 22). Topics have ranged from broad introductions of all staff to the purposes of the 1968 Amendments to quite specifically tailored programs on individualized instruction, curriculum development and sensitivity training. Several districts sent staff to the AMIDS conference and others are taking advantage of the Adult Basic Education Course being offered over the Educational Telephone Network (ETN).

TABLE 22

NUMBER OF POST SECONDARY SPECIAL NEEDS INSERVICE TRAINING PROGRAMS OFFERED IN DISTRICTS DURING 1970-72 AND PLANNED FOR 1972-73

Year	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17-18
1970-71	1	NA	NA	4	2	--	NA	--	3	--	2	--	1	1	--	--
1971-72	1	NA	NA	4	2	--	NA	1	3	--	--	--	1	1	1	3
1972-73	1	NA	NA	4	2	--	NA	--	3	1	--	--	2	2	1	3
TOTAL	3	NA	NA	12	6	--	NA	1	9	1	2	--	4	4	2	6

Source: "District Directors Special Needs Questionnaire," University of Wisconsin Center for Vocational, Technical Education, 1972. Information as given or reported by directors.

Following are highlights of inservice activities in a few post secondary districts.[13]

District 5 (Janesville)

Inservice has been previously for Adult Basic Education Staff. Two training programs in 1971 focused on techniques of teaching adult disadvantaged and the identification and recruitment of disadvantaged. These were followed up in 1972 with two programs on progress evaluation of disadvantaged and individualized instruction for disadvantaged. Plans are to offer the program on individualized instruction to the total staff of Blackhawk Tech and to have instructors take the Adult Basic Education course being offered over ETN.

District 12 (Appleton)

Two workshops on individualizing instruction for the handicapped and disadvantaged were held in 1971. Instructors also meet one-half day each month to plan new programs. Staff attended the AMIDS conference.

District 14 (Wisconsin Rapids)

Two inservice programs were offered: Special Needs of the Disadvantaged and Handicapped (1971) and Adjusting and Treating Problems (1972).

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[13] "District Director Special Needs Questionnaire," Center for Studies in Vocational, Technical Education, University of Wisconsin--Madison, 1972.

These were attended by all staff. Plans are to offer programs on versitility in adjusting curricula to handicapped and disadvantaged, identification of problems and the development of special follow-up services.

District 17 (Superior)

Fifteen paraprofessionals were offered a course in child care and development (1971-72). Another program prepares paraprofessionals for a home counseling program. Emphasis will continue to be on developing paraprofessionals for the home counseling programs.

Secondary Inservice Programs

Well over half of the Local Vocational Education Coordinators (63.5 percent) reported little or no inservice training related to the disadvantaged and handicapped in their school districts. The prospect for an increase in inservice for special needs personnel does not look much improved for the 1972-73 school year, since 55.2 percent of the LVEC's reported that no inservice is planned. A number of LVEC's said that they felt this was a real priority item in their schools. Six of the twenty-four programs planned for next year relate to career education, a topic which has as much to do with the whole student body as it has to special needs groups. In the previous two years (1970-72), LVEC's identified twenty-three inservice training programs. These programs, varying widely in duration and attendance, concerned topics, such as, the needs of reluctant learners, work-study organization, curriculum development, and identification of special students.

Summary

Attention is drawn to the critical problem of providing adequately trained teachers and other professional personnel for the broad range of programs for citizens with special needs. Until recently these groups were not considered the direct responsibility of vocational education, but with the passage of the Vocational Education Act of 1963 and the 1968 Amendments, the State Board has become increasingly more involved in developing programs to meet the broad range of abilities and interests of the handicapped and disadvantaged. In the last few years, the provision of teachers for these programs has not been one so much of numbers, but rather of appropriateness and qualifications for working with persons with special needs. There is a need to examine the professional preparation of teachers in terms of its relevancy to the needs of the disadvantaged and handicapped. Rather than limiting teacher training to a four year setting, it is suggested that the methods of preparing teachers be diverse and based on carefully identified target populations, priorities and state and local manpower needs.

While projections of the need for personnel in special programs is provided, available data is limited to those teaching in certain projects funded under the Amendments. There is a need to examine the broader picture which includes teachers in other federal projects and in regular classes which involve the handicapped and disadvantaged. Accurate reporting depends on the development of a teacher accounting system. This would require the cooperation of the State Board, teacher training institutions and the various vocational districts and schools. Reliable information about personnel would allow the maximum deployment of staff to areas of established need.

Emphasis is placed on recruiting teachers who have empathy and sympathy, who are innovative and have stamina, who know the community in which they teach, who have adequate work experience and who use methods of teaching appropriate to vocational education. Although certification has posed some problems, efforts to recruit and interest paraprofessionals from the disadvantaged groups themselves has proved successful in a number of districts. Often these 'non-professionals' have the advantage of knowing the community and being able to reach out to those who need vocational training.

One of the major needs identified by both District Directors and Local Vocational Education Coordinators is for more state-wide inservice training. While mention is made of the AMIDS Conference in Milwaukee, of follow-up activities at the University of Wisconsin--Stout and of selected District inservice programs, steps to coordinate inservice activities are needed. On the secondary level, the majority of schools do not offer any inservice training related to the disadvantaged and handicapped. Inservice programs need to be given direction by the State Board in order to enhance the exchange of ideas between staff, to avoid duplication of effort and to upgrade the knowledge and competency of those who work with special groups.

The concept of career education with its promise of providing each student with a program relevant to his becoming a self-fulfilled, productive and contributing citizen, has special meaning for the disadvantaged. Inservice training in this area should stress the early identification of the causes of disadvantagement and the development of realistic objectives for the student. The State Board's goal, to sensitize state and local government to the unique needs of the disadvantaged, will encourage a greater involvement of the community in the aims of career education. The Board plays a crucial role in ensuring that both its personnel and programs for the handicapped and disadvantaged are not limited by traditional attitudes and organizational patterns.

CHAPTER V

FUNDING PROGRAMS FOR PERSONS WITH SPECIAL NEEDS

Vocational education in Wisconsin has experienced significant growth, particularly since the passage of the Vocational Education Act of 1963 and the subsequent 1968 Amendments. In addition to increased expenditures of federal, state and local funds, and expanded enrollments, significant changes have occured in the quality and breadth of vocational programs. New facilities and equipment have been provided, curriculums have been updated and refocused, and improvements in the reporting system are being developed.

The Amendments directed that substantial amount's of federal funds be used to expand special programs for the handicapped and disadvantaged. Through Amendment support and the accelerated percentage increase in state and local expenditures, many new special target populations are being provided with vocational education in Wisconsin. In effect, vocational schools have been encouraged to reach out into the community and demonstrate through workable programs their commitment to serving all citizens in the state.

Basis for Funding Special Projects Under the 1968 Amendments

The 1968 legislation sets forth the goal that all persons in the state have ready access to vocational training or retraining. Ideally, each student is to be given the necessary support and assistance to develop his abilities to the fullest and to enable him to participate in the vocational education program of his choice. All disadvantaged or handicapped persons are to be integrated into regular classrooms and programs to the optimum extent possible. If ancillary or supportive services are needed to help a person to succeed in these programs, vocational educators are to assume responsibility for seeing that these are provided either through federal vocational education funds or through cooperating agencies or organizations.

Only those funds expended for the disadvantaged or handicapped student to help him succeed in the regular vocational education program are to be charged to disadvantaged or handicapped provisions under the Amendments. These expenditures are separate from those funds expended for the regular vocational education student. Disadvantaged or handicapped students have a range of intellectual ability comparable generally to that of the average student body. Only a small percentage, diagnosed as mentally retarded, have intellectual limitations. Separate or modified programs are to be set up only when it is in the best interest of the student--not of the administration.

Limitations with regard to funds, resources, and qualified staff make it essential that vocational educators seek the technical and financial resources of other agencies and groups to the mutual benefit of the individuals to be served. Food, lodging, medical and dental services and other services which may be necessary for students enrolled in vocational education programs but which are not directly related to the provision of vocational education to such students are not allowable expenditures of federal vocational education funds.[1] Other agencies must be utilized to meet these non-vocational needs.

Criteria for Funding Projects

The Act requires that minimum amounts of the total appropriations made by the Congress be used for people with special needs. The general provisions and implications of the several parts of the Act for the handicapped and disadvantaged are presented in Chapter I. Only the funding requirements and criteria bear repeating here:

1. At least 15 percent of the total allotment for any fiscal year or 25 percent of that portion of the state's allotment which is in excess of its base allotment, whichever is greater, shall be used for vocational education for disadvantaged persons.
2. At least 15 percent of the total allotment for any fiscal year or 25 percent of that portion of the state's allotment which is in excess of its base allotment, whichever is greater, shall be used for post-secondary vocational education.

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[1] SUGGESTED UTILIZATION OF RESOURCES AND GUIDE FOR EXPENDITURES. U. S. Department of Health, Education and Welfare. Office of Education. Washington, D.C., 1970.

3. At least 10 percent of the total allotment for any fiscal year shall be used only for vocational education for handicapped persons.

Priority of allocation of funds by the State Board for vocational programs under the Act is directed to vocational education programs, services and activities for persons in high school, persons who have completed or left high school and are preparing to enter the labor market and need training or retraining to achieve stability or advancement in employment; and disadvantaged and handicapped persons.

Additional priorities are based on services to certain designated areas of demonstrated need, including:

Economically Depressed and High Unemployment Areas

The priority of funding secondary, post secondary and adult vocational programs serving students in economically depressed and high unemployment areas is based upon the areas designated by the Secretary of Commerce. The general concentration of areas so designated is primarily located in the northern half of the state. However, depressed pockets are also found in the west central and southwestern portions of the state. In 1971-72, VTAE districts 1, 2, 3, 14, 15, 16, 17, and 18 included areas designated as depressed (Figure 12). This figure shows the percent of the state total Indian and Black populations by county. District 9 (Milwaukee) has the greatest percentage of both Indians and Blacks. Districts 15, 13, 12, 16, and 17-18 have a reasonably large percent of Indians and Districts 6, 5, and 4 of Blacks in their populations.

Areas of High Youth Unemployment and School Dropouts

Priority is given to areas of high youth unemployment and school dropouts. In 1971-72 the high school dropout rate was 3.3 percent (Figure 13). Twenty four of the State's 72 counties fell above this average. The State average for youth unemployment was 10.8 percent, considerably higher than the state average of 5.2 percent. Allocation of funds are made for programs designed to reduce both the rate of high school dropouts, and the rate of unemployment among youth. Figure 14 shows the estimated total unemployment and youth unemployment by county.

Areas of High Population Density

Based on the 1970 census, seven of nine districts in the southeastern and east central parts of the state exceed the median district population (Figure 15). These, again, are priority areas.[2]

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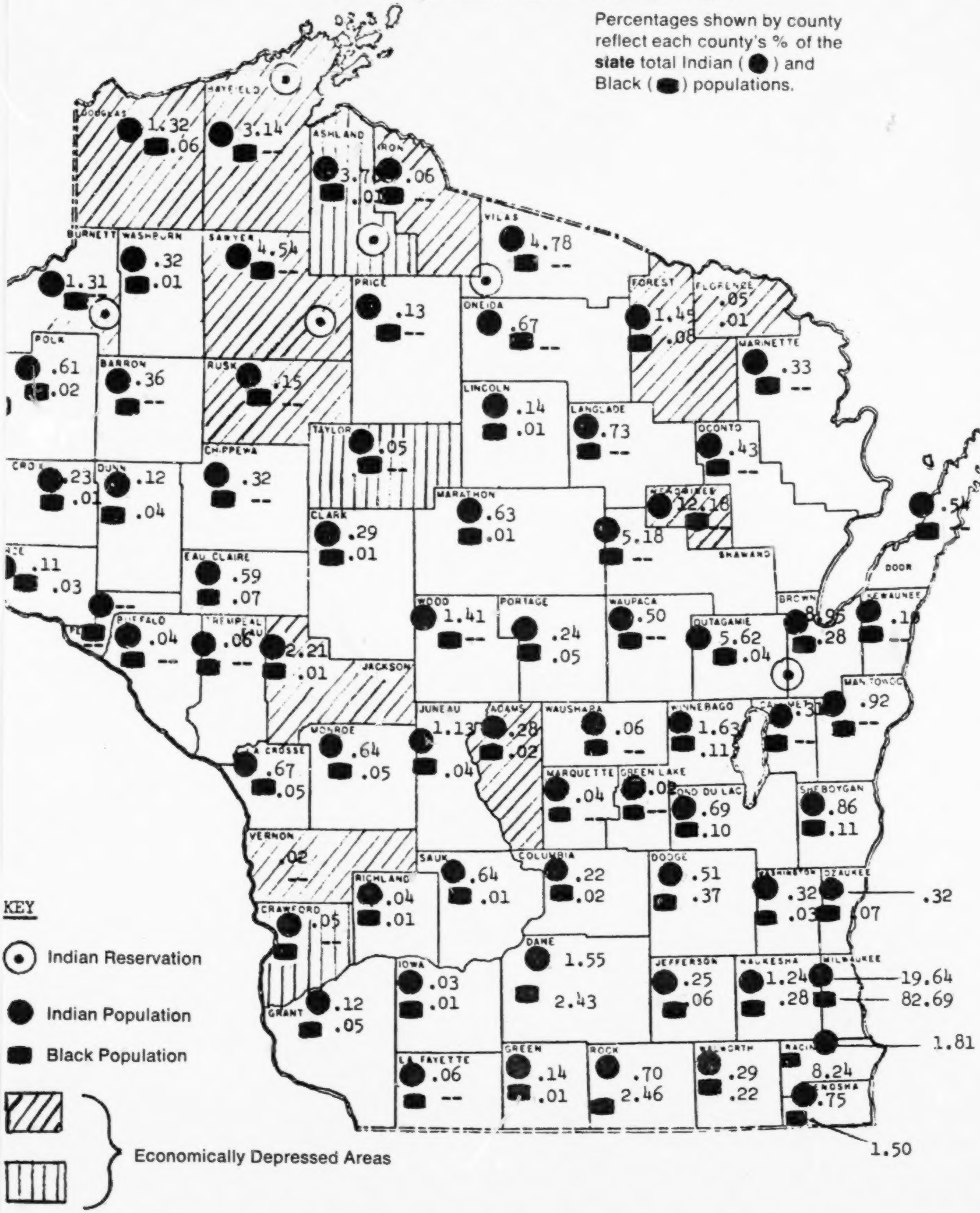
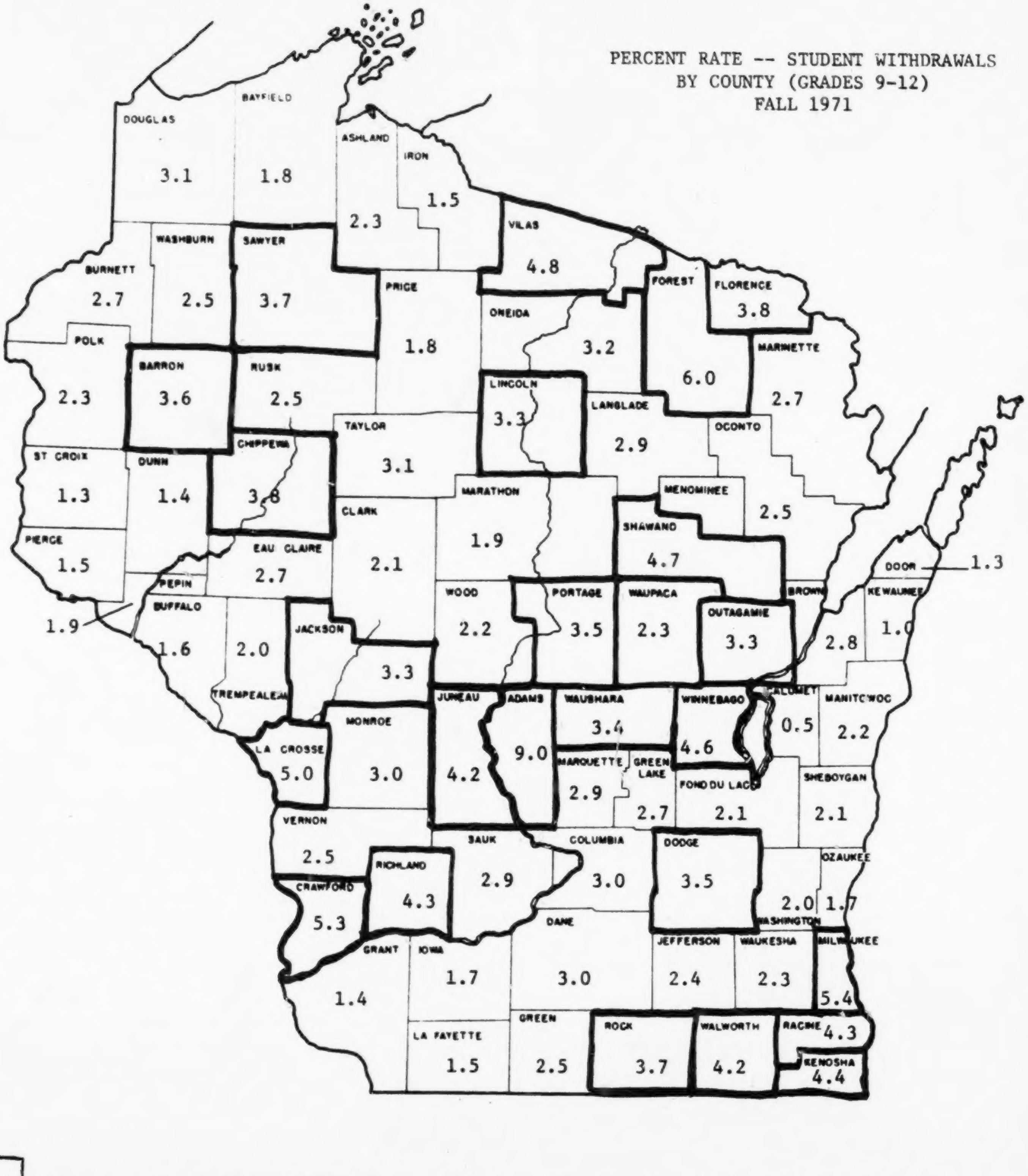
[2] 1972-76 STATE PLAN, 1973-77 STATE PLAN.

Figure 12
ECONOMICALLY DEPRESSED AREAS AND PERCENT OF STATE TOTAL INDIAN AND BLACK POPULATIONS BY COUNTY


Percentages shown by county reflect each county's % of the **state** total Indian (●) and Black (▬) populations.
DOUGLAS 1.32 .06
BAYFIELD 3.14 --
ASHLAND 3.76 .01
IRON .06 --
VILAS 4.78 --
BURNETT 1.31
WASHBURN .32 .01
SAWYER 4.54 --
PRICE .13 --
ONEIDA .67 --
FOREST 1.45 .08
FLORENCE .05 .01
MARINETTE .33 --
POLK .61 .02
BARRON .36 --
RUSK .15 --
LINCOLN .14 .01
LANGLADE .73 --
OCONTO .43 --
TAYLOR .05 --
CHIPPEWA .32 --
CROIX .23 .01
DUNN .12 .04
MARATHON .63 .01
MENOMINEE 12.18
5.18 --
SHAWANO
.54
DOOR
CLARK .29 .01
.11 .03
EAU CLAIRE .59 .07
WOOD 1.41 --
PORTAGE .24 .05
WAUPACA .50 --
OUTAGAMIE 5.62 .04
BROWN 8.95 .28
KEWAUNEE .1 --
--
BUFFALO .04 --
TREMPEALEAU .06 --
2.21 .01
JACKSON
JUNEAU 1.13 .04
ADAMS .28 .02
WAUSHARA .06 --
WINNEBAGO 1.63 .11
CALUMET .3 --
MANITOWOC .92 --
MONROE .64 .05
LA CROSSE .67 .05
MARQUETTE .04 --
GREEN LAKE .08 --
FOND DU LAC .69 .10
SHEBOYGAN .86 .11
VERNON .02 --
SAUK .64 .01
COLUMBIA .22 .02
DODGE .51 .37
WASHINGTON .32 .03
OZAUKEE .07
.32
RICHLAND .04 .01
CRAWFORD .05 --
DANE 1.55 2.43
JEFFERSON .25 .06
WAUKESHA 1.24 .28
MILWAUKEE
19.64
82.69
IOWA .03 .01
GRANT .12 .05
RACINE
1.81
8.24
LA FAYETTE .06 --
GREEN .14 .01
ROCK .70 2.46
WALWORTH .29 .22
KENOSHA .75
1.50
KEY
Indian Reservation
Indian Population
Black Population
Economically Depressed Areas

Source: U. S. Dept. of Commerce, Economic Development Administration, March, 1971

Figure 13


DOUGLAS 3.1
BAYFIELD 1.8
ASHLAND 2.3
IRON 1.5
VILAS 4.8
WASHBURN 2.5
SAWYER 3.7
BURNETT 2.7
PRICE 1.8
ONEIDA 3.2
FOREST 6.0
FLORENCE 3.8
MARINETTE 2.7
POLK 2.3
BARRON 3.6
RUSK 2.5
LINCOLN 3.3
LANGLADE 2.9
OCONTO 2.5
TAYLOR 3.1
ST CROIX 1.3
DUNN 1.4
CHIPPEWA 3.8
MARATHON 1.9
MENOMINEE
SHAWANO 4.7
CLARK 2.1
PIERCE 1.5
EAU CLAIRE 2.7
PEPIN 1.9
DOOR 1.3
BUFFALO 1.6
TREMPEALEAU 2.0
JACKSON 3.3
WOOD 2.2
PORTAGE 3.5
WAUPACA 2.3
OUTAGAMIE 3.3
BROWN 2.8
KEWAUNEE 1.0
JUNEAU 4.2
ADAMS 9.0
WAUSHARA 3.4
WINNEBAGO 4.6
CALUMET 0.5
MANITOWOC 2.2
LA CROSSE 5.0
MONROE 3.0
MARQUETTE 2.9
GREEN LAKE 2.7
FOND DU LAC 2.1
SHEBOYGAN 2.1
VERNON 2.5
SAUK 2.9
COLUMBIA 3.0
DODGE 3.5
OZAUKEE 1.7
RICHLAND 4.3
CRAWFORD 5.3
WASHINGTON 2.0
GRANT 1.4
IOWA 1.7
DANE 3.0
JEFFERSON 2.4
WAUKESHA 2.3
MILWAUKEE 5.4
LA FAYETTE 1.5
GREEN 2.5
ROCK 3.7
WALWORTH 4.2
RACINE 4.3
KENOSHA 4.4

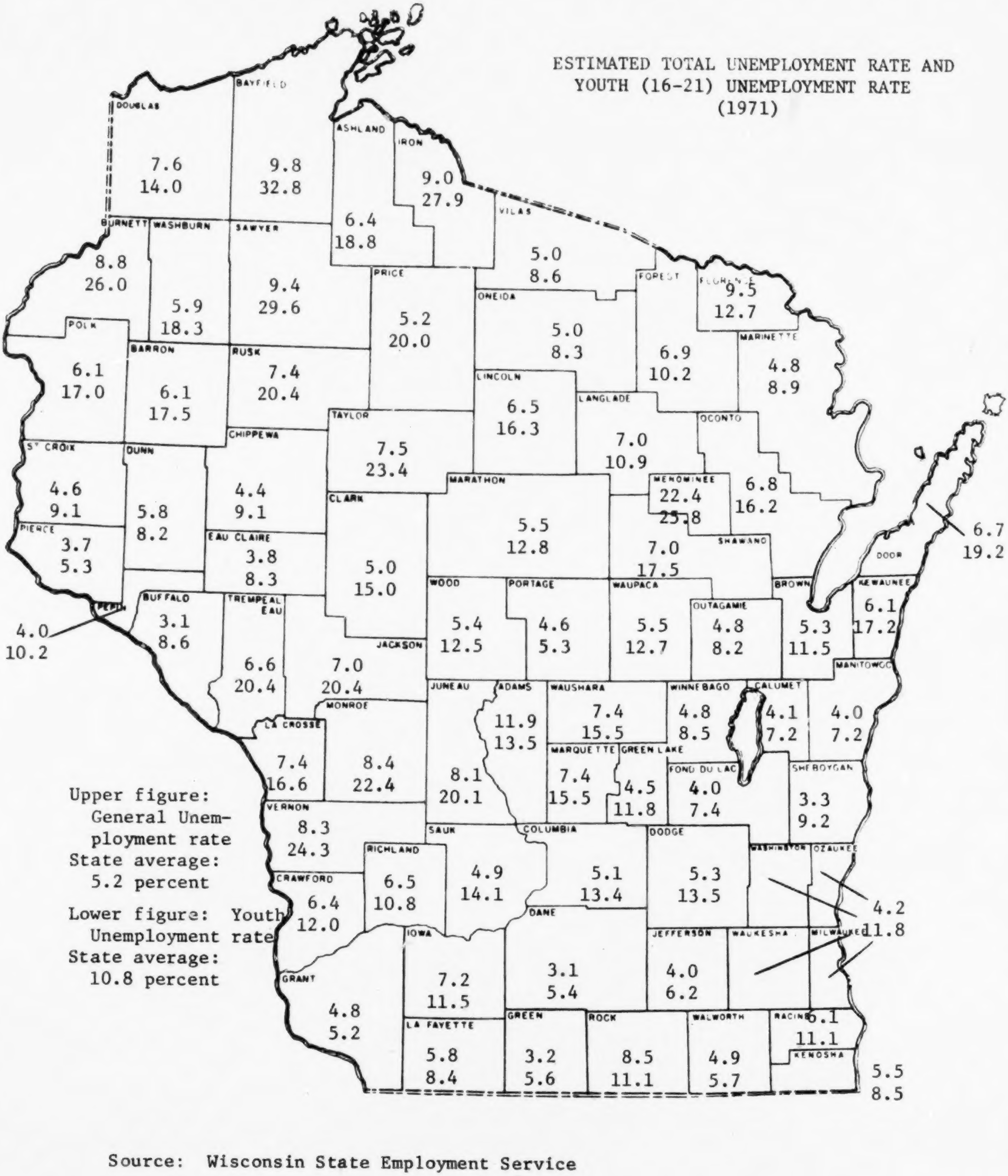
PERCENT RATE -- STUDENT WITHDRAWALS
BY COUNTY (GRADES 9-12)
FALL 1971

☐ Areas with student withdrawal rate equal to or exceeding the state rate of 3.3%

Source: VTAE based on information provided by Wisconsin Department of Public Instruction.

Figure 14

ESTIMATED TOTAL UNEMPLOYMENT RATE AND YOUTH (16-21) UNEMPLOYMENT RATE (1971)

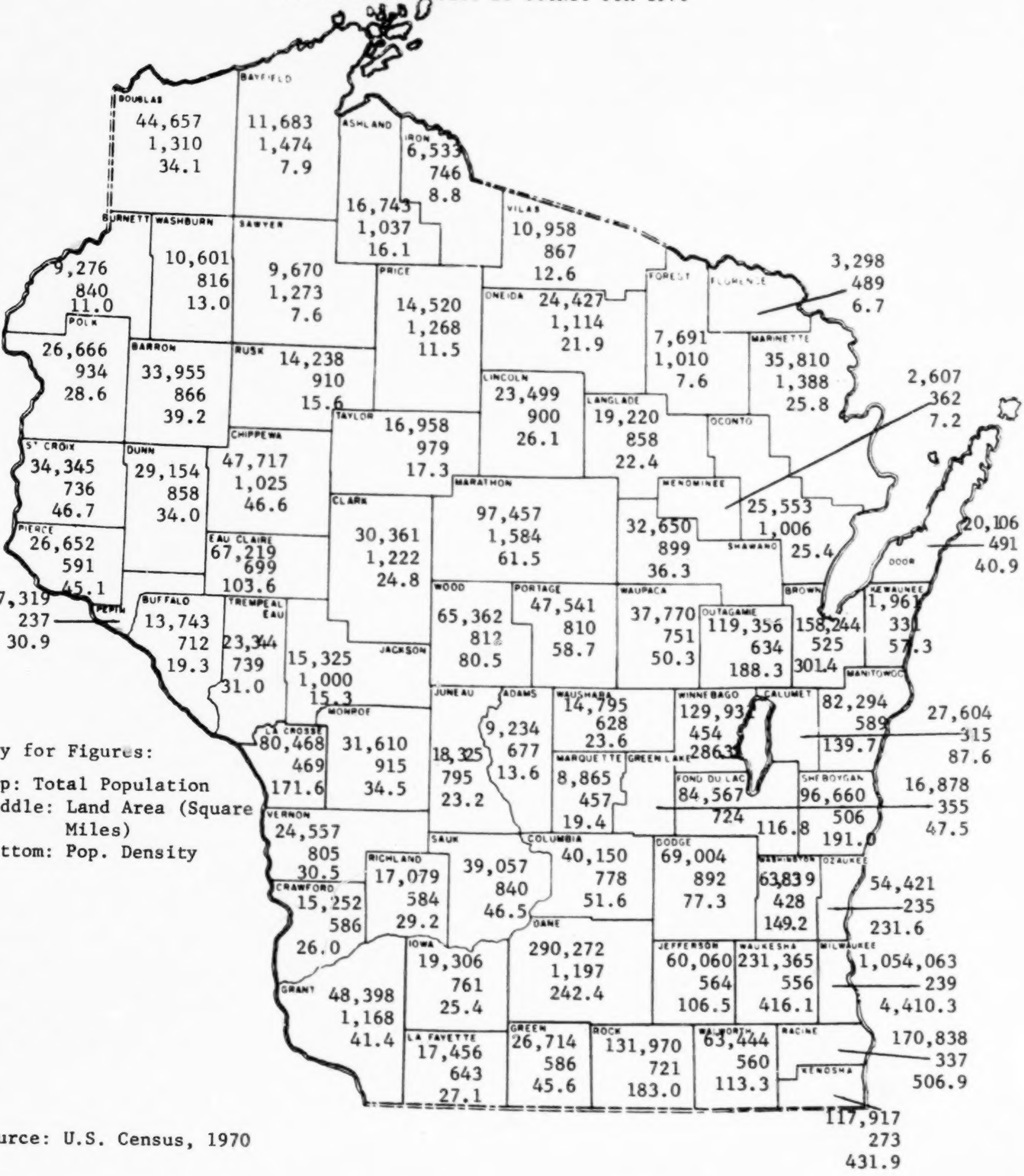

DOUGLAS 7.6 14.0
BAYFIELD 9.8 32.8
ASHLAND 6.4 18.8
IRON 9.0 27.9
VILAS 5.0 8.6
BURNETT 8.8 26.0
WASHBURN 5.9 18.3
SAWYER 9.4 29.6
PRICE 5.2 20.0
ONEIDA 5.0 8.3
FOREST 6.9 10.2
FLORENCE 9.5 12.7
MARINETTE 4.8 8.9
POLK 6.1 17.0
BARRON 6.1 17.5
RUSK 7.4 20.4
LINCOLN 6.5 16.3
LANGLADE 7.0 10.9
OCONTO 6.8 16.2
TAYLOR 7.5 23.4
ST CROIX 4.6 9.1
DUNN 5.8 8.2
CHIPPEWA 4.4 9.1
MENOMINEE 22.4 25.8
MARATHON 5.5 12.8
SHAWANO 7.0 17.5
DOOR 6.7 19.2
PIERCE 3.7 5.3
EAU CLAIRE 3.8 8.3
CLARK 5.0 15.0
PEPIN 4.0 10.2
BUFFALO 3.1 8.6
TREMPEALEAU 6.6 20.4
JACKSON 7.0 20.4
WOOD 5.4 12.5
PORTAGE 4.6 5.3
WAUPACA 5.5 12.7
OUTAGAMIE 4.8 8.2
BROWN 5.3 11.5
KEWAUNEE 6.1 17.2
MANITOWOC 4.0 7.2
JUNEAU 8.1 20.1
ADAMS 11.9 13.5
WAUSHARA 7.4 15.5
WINNEBAGO 4.8 8.5
CALUMET 4.1 7.2
LA CROSSE 7.4 16.6
MONROE 8.4 22.4
MARQUETTE 7.4 15.5
GREEN LAKE 4.5 11.8
FOND DU LAC 4.0 7.4
SHEBOYGAN 3.3 9.2
VERNON 8.3 24.3
SAUK 4.9 14.1
COLUMBIA 5.1 13.4
DODGE 5.3 13.5
WASHINGTON
OZAUKEE
4.2 11.8
RICHLAND 6.5 10.8
CRAWFORD 6.4 12.0
IOWA 7.2 11.5
DANE 3.1 5.4
JEFFERSON 4.0 6.2
WAUKESHA
MILWAUKEE
GRANT 4.8 5.2
LA FAYETTE 5.8 8.4
GREEN 3.2 5.6
ROCK 8.5 11.1
WALWORTH 4.9 5.7
RACINE 6.1 11.1
KENOSHA 5.5 8.5

Upper figure:
General Unemployment rate
State average:
5.2 percent

Lower figure: Youth Unemployment rate
State average:
10.8 percent

Source: Wisconsin State Employment Service

Figure 15
POPULATION DISTRIBUTION, LAND AREA AND POPULATION DENSITY BY COUNTY FOR 1970


DOUGLAS 44,657 1,310 34.1
BAYFIELD 11,683 1,474 7.9
ASHLAND 16,743 1,037 16.1
IRON 6,533 746 8.8
VILAS 10,958 867 12.6
BURNETT 9,276 840 11.0
WASHBURN 10,601 816 13.0
SAWYER 9,670 1,273 7.6
PRICE 14,520 1,268 11.5
ONEIDA 24,427 1,114 21.9
FOREST 7,691 1,010 7.6
FLORENCE 3,298 489 6.7
MARINETTE 35,810 1,388 25.8
POLK 26,666 934 28.6
BARRON 33,955 866 39.2
RUSK 14,238 910 15.6
LINCOLN 23,499 900 26.1
LANGLADE 19,220 858 22.4
OCONTO 25,553 1,006 25.4
MENOMINEE 2,607 362 7.2
TAYLOR 16,958 979 17.3
ST CROIX 34,345 736 46.7
DUNN 29,154 858 34.0
CHIPPEWA 47,717 1,025 46.6
CLARK 30,361 1,222 24.8
MARATHON 97,457 1,584 61.5
SHAWANO 32,650 899 36.3
DOOR 20,106 491 40.9
PIERCE 26,652 591 45.1
EAU CLAIRE 67,219 699 103.6
PEPIN 7,319 237 30.9
BUFFALO 13,743 712 19.3
TREMPEALEAU 23,344 739 31.0
JACKSON 15,325 1,000 15.3
WOOD 65,362 812 80.5
PORTAGE 47,541 810 58.7
WAUPACA 37,770 751 50.3
OUTAGAMIE 119,356 634 188.3
BROWN 158,244 525 301.4
KEWAUNEE 1,961 331 57.3
LA CROSSE 80,468 469 171.6
MONROE 31,610 915 34.5
JUNEAU 18,325 795 23.2
ADAMS 9,234 677 13.6
WAUSHARA 14,795 628 23.6
WINNEBAGO 129,93 454 286.3
CALUMET 27,604 315 87.6
MANITOWOC 82,294 589 139.7
MARQUETTE 8,865 457 19.4
GREEN LAKE 16,878 355 47.5
FOND DU LAC 84,567 724 116.8
SHEBOYGAN 96,660 506 191.0
VERNON 24,557 805 30.5
RICHLAND 17,079 584 29.2
SAUK 39,057 840 46.5
COLUMBIA 40,150 778 51.6
DODGE 69,004 892 77.3
WASHINGTON 63,839 428 149.2
OZAUKEE 54,421 235 231.6
CRAWFORD 15,252 586 26.0
GRANT 48,398 1,168 41.4
IOWA 19,306 761 25.4
DANE 290,272 1,197 242.4
JEFFERSON 60,060 564 106.5
WAUKESHA 231,365 556 416.1
MILWAUKEE 1,054,063 239 4,410.3
LA FAYETTE 17,456 643 27.1
GREEN 26,714 586 45.6
ROCK 131,970 721 183.0
WALWORTH 63,444 560 113.3
RACINE 170,838 337 506.9
KENOSHA 117,917 273 431.9

Key for Figures:

Top: Total Population
Middle: Land Area (Square Miles)
Bottom: Pop. Density

Source: U.S. Census, 1970

Both target population and project area are important criteria for determining the level of federal funding.

Each project submitted under the Amendments is reviewed for its appropriateness to State and district goals. Four weighted categories are used to determine which projects shall be funded and at what rate: (1) manpower needs, (2) vocational needs, (3) excess cost* and (4) relative ability to pay. Those projects which serve special target groups or are located within certain designated geographical areas are weighted more heavily than others.

State Expenditures and Appropriations for Persons With Special Needs

Using the project method, the State Board has allocated substantial federal expenditure for disadvantaged and handicapped persons. Table 23 indicates how 1968 Amendment funds were distributed in Wisconsin by special program areas. The first funding year was 1969-70.

During the past fiscal year nearly $70 million was allocated for state vocational education programs. Of that total over $4 million was for programs specifically aimed at the disadvantaged and handicapped (Table 24). Eighty-eight percent of these allocations were provided by state and local matching funds. Other federal programs also brought financial resources into the State. While it would be almost impossible to accurately determine the amount, many more undetermined dollars were spent for disadvantaged and handicapped persons enrolled in regular programs.

Balancing State and District Priorities

Based on long range plan objectives and on the identification of populations and areas most in need of vocational programs, each district determines its own priorities and submits projects to the State Board and the Department of Public Instruction. The amount of post-secondary

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*Excess cost refers to expenditures, above and beyond normal program costs, needed to provide special programs or personnel.

TABLE 23

DISTRIBUTION OF FEDERAL POST SECONDARY AND SECONDARY FUNDS
BY PARTS OF THE ACT
1969-70, 1970-71, 1971-72

Special Program	1969-70		1970-71		1971-72	
	Post Secondary	Secondary	Post Secondary	Secondary	Post Secondary	Secondary
Basic Grant	3,903,871	2,423,886	4,117,121	2,503,928	4,935,001	3,030,777
Consumer and Homemaking	190,237	118,169	271,017	166,112	329,634	202,033
Work Study	88,951	-0-	115,113	-0-	125,658	-0-
Cooperative	-0-	273,356	-0-	368,090	-0-	388,604
Exemplary	78,193	47,959	98,134	59,596	98,031	59,535
Research	15,913	-0-	229,441	138,395	116,509	70,265
Special Needs	215,967	133,641	255,574	155,817	257,716	157,152
TOTALS	4,493,132	2,997,011	5,086,400	3,391,938	5,862,549	3,908,366
TOTAL VOCATIONAL EDUCATION ACT	7,490,143		8,478,338		9,770,915	

Source: Bureau of Administrative Services, Wisconsin Board of Vocational, Technical and Adult Education

TABLE 24

ESTIMATE OF TOTAL FUNDS NEEDED FOR VOCATIONAL EDUCATION AND ANNUAL ALLOCATION PLAN

(Federal, State and Local to obtain State Plan Objectives regardless of funding sources)

Program/Purpose	Funds	1972	1973	1977
State Programs	Total	66,483,194	69,807,353	176,806,505
Part B	Federal	7,965,778	8,364,067	56,385,808
	S & L	58,517,416	61,443,288	120,420,697
Secondary	Total (F.S.L.)	8,160,191	8,568,201	42,681,600
Post Secondary	Total	35,318,243	37,084,155	61,559,697
Adult	Total	7,361,690	7,729,775	11,356,000
Disadvantaged	Total	2,389,754	2,509,242	29,815,706
Handicapped	Total	1,593,156	1,672,814	6,110,582
Construction	Total	9,591,076	10,070,630	11,174,280
Guidance & Counseling	Total	644,000	676,200	6,520,800
Contracted Instruction*	Total	(11,200)	(11,760)	(592,800)
Ancillary Services				
Admin. Supvr.	Total	1,201,600	1,261,680	6,396,549
Eval.	Total	-	-	-
Teach. Train.	Total	201,084	211,138	1,069,885
Res. & Demon.	Total	-	-	-
Cur. Dev.	Total	22,400	23,520	121,406
Section 102(b) State Programs	Total			
Disadvantaged	Federal	414,868	435,611	6,857,612
Research and Training	Total	474,703	498,438	948,480
Part C	Federal	373,548	392,225	794,352
	S & L	101,155	106,213	154,128
Exemplary Programs	Total	234,566	246,294	1,778,400
Part D	Federal	157,566	165,444	1,327,872
	S & L	77,000	80,850	450,528
Consumer and Homemaking	Total	802,140	842,247	7,113,600
Part F	Federal	531,667	558,250	5,038,800
	S & L	270,473	283,997	2,074,800
Cooperative Education	Total	488,604	513,034	7,113,600
Part G	Federal	388,604	408,034	1,778,400
	S & L	100,000	105,000	5,335,200
Work Study	Total	158,514	166,440	2,134,080
Part H	Federal	125,658	131,941	1,683,552
	S & L	32,856	34,499	450,528
Grand Total	Total	69,056,589	72,509,419	202,752,277
	Federal**	9,957,689	10,455,572	73,866,396
	S & L	59,098,900	62,053,847	128,885,881

* To be contracted. Do Not Include in the Grand Total.

** Does not include FY 1970-71 carry over funds.

Source: Bureau of Administrative Services, Wisconsin Board of Vocational, Technical and Adult Education.

district efforts is reflected to some extent in local allocations for handicapped and disadvantaged projects. In order to have an accurate picture of each district, it would be necessary to subtract state aids from state and local funding. Since state aids are based on full time equivalencies (FTE's), it would be very difficult to determine the actual local share of project costs.

Table 25, however, shows state and local allocations by Parts of the Act for 1971-72. While all districts received some federal funds under Part B, not all had handicapped projects. Only five had disadvantaged projects under Part A (102b) and only four research projects involving persons with special needs.

Table 26 ranks districts by total expenditure for handicapped and disadvantaged under all parts of the Act. Districts which had the greatest total appropriation are: Milwaukee (9), Fond du Lac (10), Appleton (12), and Janesville (5). Those with the least were: Sheboygan (11), Waukesha (8), Wisconsin Rapids (14) and Rhinelander (16). The percentage of State and local matching is provided in the last column. Districts with the largest state and local contribution were: Green Bay (13), Superior (17), and LaCrosse (2). Those with the least were: New Richmond (18), Wisconsin Rapids (14) and Milwaukee (9). While these figures do not provide an indication of the quality of programs being offered in each district, they do suggest both the level of activity for special groups and the level of commitment of state and local funds. For a breakdown of how these funds were expended by parts of the Act in each district refer to Table 25. For comparison purposes estimates of handicapped and disadvantaged population by district can be found in Table 2.

Although the Amendments require that at least 25 percent of federal dollars under Part B be used specifically for disadvantaged and handicapped persons, districts and schools are expected to eventually develop local support. Initial federal appropriations for special projects are usually high and then gradually decrease. While this decreasing ratio of federal funding poses problems for local schools, the assumptions are that federal dollars should be used as seed money to

TABLE 25

POST SECONDARY STATE AND LOCAL ALLOCATIONS FOR DISADVANTAGED AND HANDICAPPED PROJECTS BY PARTS OF THE ACT BY DISTRICT
1971-72

	Part A* (102b)		Part B		Part C Research		Part D Exemplary		Part F Consumer and Homemaking		Part G** Work Study	
District	Total	S/L	Total	S/L	Total	S/L	Total	S/L	Total	S/L	Total	S/L
1	--	--	67,267	21,431***	--	--	3,812	1,525	350	52	7,954	1,591
2	--	--	47,679	11,920	--	--	36,095	22,818	15,890	2,383	16,403	3,281
3	--	--	84,418	21,103	--	--	1,540	847	--	--	12,230	9,784
4	24,919	--	62,823	20,763	--	--	15,650	6,260	5,350	802	23,010	4,602
5	11,620	--	207,013	63,831	--	--	10,765	4,170	11,700	1,755	--	--
6	21,303	--	127,691	40,570	2,560	640	7,270	2,638	22,926	3,438	12,622	3,155
8	--	--	2,284	1,256	--	--	10,225	8,691	3,183	2,704	--	--
9	247,705	--	559,405	145,451	18,600	4,650	45,725	13,717	101,560	15,234	13,256	2,651
10	51,874	--	230,931	93,317	--	--	--	--	102,040	15,306	--	--
11	--	--	12,580	3,145	--	--	--	--	--	--	2,344	469
12	--	--	274,248	68,571	--	--	31,560	12,408	--	--	--	--
13	--	--	160,812	81,199	--	--	--	--	342	51	--	--
14	--	--	4,187	1,046	--	--	--	--	5,631	650	7,726	1,545
15	--	--	75,736	18,933	1,838	459	--	--	47,450	7,117	20,432	4,087
16	--	--	60,024	15,681	--	--	--	--	--	--	13,478	2,696
17	--	--	107,710	38,948	2,332	583	--	--	--	--	6,566	1,403
18	45,296	--	68,481	17,030	--	--	--	--	--	--	--	--
TOTALS****	402,717	--	2,153,289	664,195	25,330	6,332	162,642	83,074	316,422	49,492	136,021	35,264

* 100 percent federal funding.

** Only work study projects with 50 percent or more disadvantaged are included.

*** Federal share can be obtained by subtracting state and local funds from the total.

**** Totals include carry over funds from FY 1970-71.

Source: Bureau of Administrative Services, Wisconsin State Board of Vocational, Technical and Adult Education.

keep initiating new special programs and that school districts should demonstrate their commitment by providing increased local support. A number of district directors and LVEC's insisted that support should not be withdrawn, arguing that overly taxed school districts have few matching funds.[3]

TABLE 26

RANK OF DISTRICTS BY TOTAL ALLOCATIONS FOR HANDICAPPED AND DISADVANTAGED 1971-72*

Rank	District	Total	Federal	State/Local	%**
1	9	986,251	804,548	181,703	(18)
2	10	384,845	276,222	108,623	(28)
3	12	305,808	224,829	80,979	(26)
4	5	241,008	171,152	69,856	(29)
5	6	197,537	144,966	52,571	(27)
6	13	161,154	79,904	81,250	(50)
7	15	145,456	114,860	30,596	(21)
8	4	131,752	99,325	32,427	(25)
9	17	116,518	75,764	40,754	(35)
10	2	116,067	75,665	40,402	(35)
11	18	113,777	96,657	17,120	(13)
12	3	98,188	73,792	24,396	(25)
13	1	79,383	54,784	24,599	(31)
14	16	72,602	55,125	17,477	(24)
15	14	17,544	14,303	3,241	(18)
16	8	15,692	12,423	3,269	(21)
17	11	14,924	11,310	3,614	(24)
	TOTALS	3,198,506	2,385,629	812,877	(25)

*Includes appropriations under all parts of the Act. Research, Exemplary and Work Study counted only when oriented directly toward disadvantaged or handicapped.

**State/Local percent of total

Source: Bureau of Administrative Services, Wisconsin Board of Vocational, Technical and Adult Education, June, 1972.

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[3] "Local Vocational Education Coordinator, District Director Special Needs Questionnaire," Op. Cit.

They see a paradox in developing a successful program:

> If through some quirk the program is successful the first year, it is funded for the second and third years. But if it has the misfortune to remain successful through its third year, funds are cut off with the rationalization that since the program is doing so well, the local community can afford to support it. Should the program fail, then it has only to be redesigned and funds seem to pour into it.
>
> We persist in this kind of reasoning even though we know that one thing local communities with large disadvantaged populations have in common is the lack of funds to operate additional programs.[4]

At times federally supported projects are discontinued because administrators cannot provide full local support. The State Board, then, becomes responsible for balancing these local priorities and needs against its broader goals for all citizens.

The Impact of the Vocational Education Amendments

The most important question to answer about the use of Amendment funds--are they helping disadvantaged and handicapped students succeed in regular vocational education program ?--is also the most difficult to answer. Data outputs still tell us mostly about dollars, little about the people, the programs and the results. Each year enrollments increase and more funding support is needed for special programs--these are the inputs--but little is known about the outputs, the success of persons with special needs both economically and personally. Hopefully the new student needs accounting system will begin to connect some of these isolated pieces of information into a coherent profile, a profile which will indicate how and when a person comes into the vocational system, the programs and services he receives and the outcomes (cost-benefits) of his training. The vocational education system needs more information about outcomes to support requests for increased funding.

As pressure on the local tax dollar increases, the state will have to provide increased revenues to support special programs. Partly to this end, the State Board has recommended that a joint state-district staff task force be established to analyze the current state aid formula's effectiveness in assuring equal educational opportunity to all Wisconsin's citizens.[5] Specific state support at the secondary level would seem essential if vocational programs for the academically disadvantaged, those who are actual or potential dropouts and the handicapped are going to be pervasive enough to have any affect on expanding vocational programs for these groups. Many local vocational education coordinators said that the need for special projects in their schools was obvious, but that local boards could not provide matching funds for their support.

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[4] Nichols, Op. Cit., p. 22.

Both district directors and local vocational education coordinators who have had experience with federal programs under the Amendments would like to see a streamlining of the procedural obstacles associated with the project method, an end to funding delays and requirements which cause students and staff to be answerable to legislative guidelines rather than to individual needs and more reliable expectations that federal dollars will not be pulled out from under their programs. Those without special programs often just wanted to know what to do and where to start.

The general consensus among those administering programs at the local level were that the State Board should:

1) provide state matching funds to offset local tax burdens
2) reward those districts and staff persons which show the greatest local effort
3) allow more flexibility in project administration on the local level.
4) coordinate the funding of Amendment projects with those of other programs and agencies, and;
5) keep putting pressure on post secondary and secondary schools to develop special programs, but at the same time, help create public awareness and support.

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[5] REPORT TO THE GOVERNOR, Op. Cit., p. 28.

[6] "Local Vocational Education Coordinator, District Director Special Needs Questionnaire," Op.Cit.

There are many signs, of course, that federal encouragement of programs for the handicapped and disadvantaged has had a significant impact on commiting state and local resources to meeting special needs. As this report has indicated, groups who were traditionally outside the system are being recruited in greater numbers; programs and services exist which were not available before; concern is growing about the qualifications of teachers; experimentation in scheduling, individualizing instruction, and using more immediate instructional materials and on-the-job situations is becoming more widespread; the demand for accountability in terms of services and expenditures is being heard; and special needs groups, themselves, are asking for their own vocational programs and getting them. Having to develop a long range plan has made many administrators aware of the magnitude of the problems outside their doors. Amendments requirements have caused them to redefine who the disadvantaged and handicapped are, to alter their programs to meet their needs and to commit themselves to long range goals.

Summary

While substantial expenditures are required to provide programs for disadvantaged and handicapped persons in Wisconsin, the alternatives--poverty, unemployment and social neglect--prove, in the long run, to be a much greater price to pay. It is suggested that the State Board and the Department of Public Instruction continue to develop and adequately fund programs to meet the vocational needs of those who find themselves outside the larger society. To provide these programs requires a considerable increase in funds in the next five years. In 1971-72 programs under the Vocational Education Act cost $70 million, by 1976 $200 million will be needed to fulfill State Board long range objectives. Of this $200 million, $42 million will be required to support vocational programs for the disadvantaged and handicapped.

Other parts of the Act which will require substantially larger allotments are Consumer and Homemaking Education (800,000 in 1972 to 7 million in 1977); Cooperative Education (500,000 in 1972 to 7 million in 1977) and Work Study (150,000 in 1972 to 2 million in 1977). Increases in funding under all parts of the Act have positive implication for persons with special needs. Although there is no federal requirement that funds under other parts of the Act be used to provide special needs programs, projects which serve the disadvantaged and handicapped are given priority by the State Board. One-third of the Consumer and Homemaking allotment must be used in depressed areas, areas which can be assumed to have a high percentage of disadvantaged people. Earlier mention was made in this study of research and exemplary projects directed toward persons with special needs. The Barron County Project is very much concerned with funding and other problems related to the delivery of programs to the disadvantaged.[7] Important activities for those with special needs have been stimulated through the use of federal funds and ought to remain high priorities for the state's vocational system.

Emphasis in this chapter was placed on the dilemma of ever increasing local tax burdens and on the need for more knowledge about the outcomes of programs--what happens to people both economically and socially a result of their vocational training. Hopefully, as the State Board's new records system for students in federally supported projects develops, it will begin to tie dollars to programs and provide some very needed data for the years ahead. As consumer scrutiny of the use of the dollar increases, the question of accountability in vocational education will become more and more important.

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[7] Barron County Project, see p. 55 .

CHAPTER VI

VOCATIONAL PROGRAMS FOR PERSONS IN SPECIAL TARGET GROUPS--HIGHLIGHTS

The State Board and the Department of Public Instruction offer a wide variety of programs and services to Wisconsin's handicapped and disadvantaged citizens. Over 450 separate projects were funded under the Vocational Education Amendments in 1971-72. Special vocational programs have been developed for minority group members, inmates, potential dropouts, persons with physical, mental and emotional handicaps and many other target groups. Innovations in programming to meet special needs attests to the imagination and determination of state and district staff to make the vocational system work for all people.

This section highlights several interesting and innovative post secondary and secondary projects for special target groups. Each project description includes: (1) purpose, (2) identification of need, (3) population served, (4) objectives, (5) operational structure, (6) personnel and facilities and (7) evaluation. These projects are only a few of many which could have been included in this study. They are, however, representative of the unique response many districts are making to persons with special needs (Figure 16). In most instances, materials for this chapter are based on on-site visits and supported by information from project proposals and evaluations.

Post Secondary Programs

VOCATIONAL OPPORTUNITY PROGRAM

District 3 - Southwest Wisconsin Vocational-Technical School, Fennimore

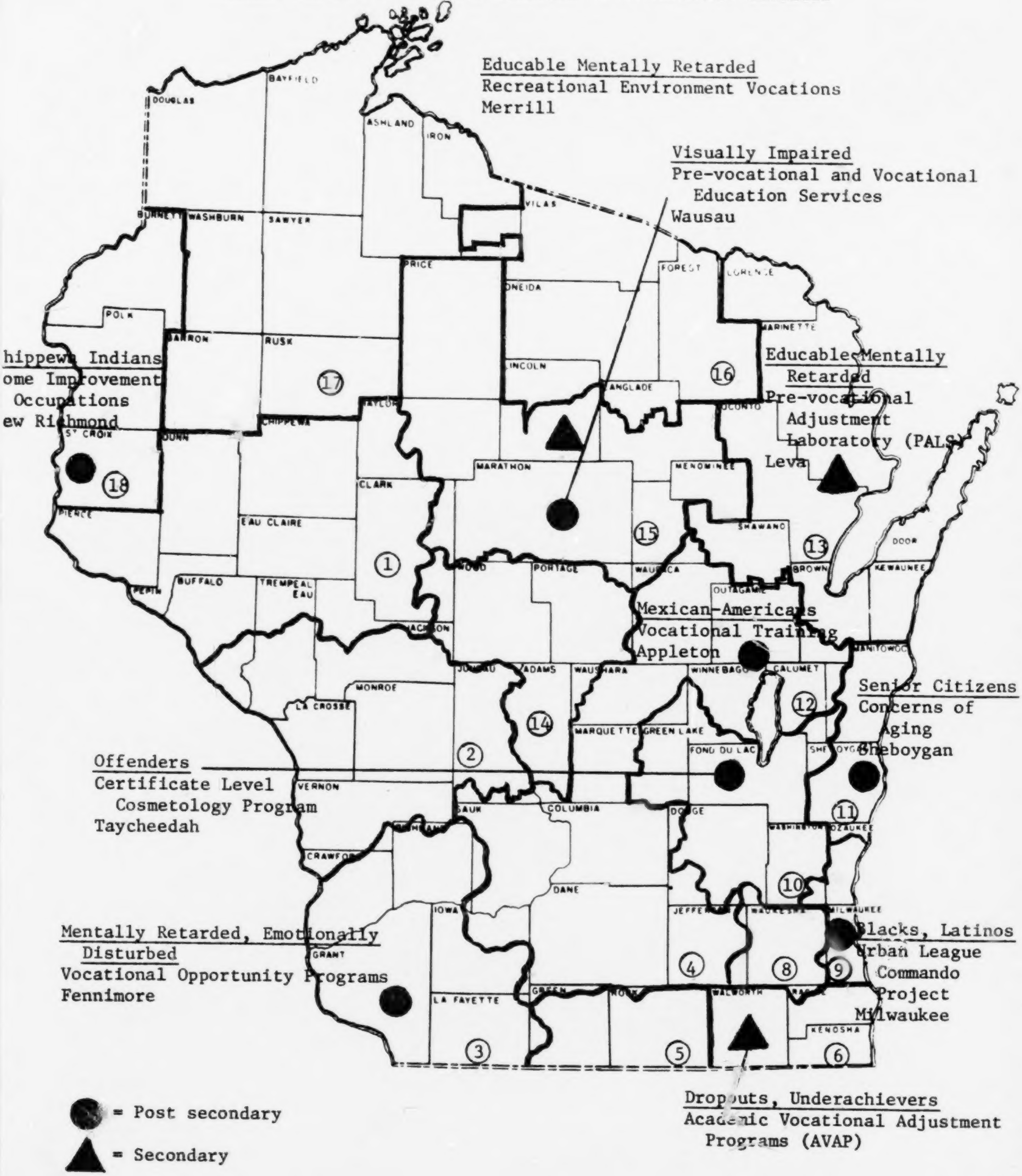
Target Group: Mentally Retarded, Emotionally Disturbed, Physically Handicapped

Purpose

District # 3's Vocational Opportunity Program enables handicapped individuals to tryout a variety of jobs under hospitable conditions, with the aim of helping them become completely or partially independent. Emphasis is on evaluating work habits under a variety of conditions. The evaluation consists of three major components: (1) realistic vocational appraisal, (2) appraisal of personal behavior in a work situation, and (3) therapeutic experiences to help an individual gain a better understanding of himself as a worker.

Figure 16

TARGET GROUPS, TITLE, AND LOCATION OF HIGHLIGHTED PROJECTS


Educable Mentally Retarded
Recreational Environment Vocations
Merrill
Visually Impaired
Pre-vocational and Vocational Education Services
Wausau
hippewa Indians
ome Improvement
Occupations
ew Richmond
Educable Mentally Retarded
Pre-vocational Adjustment Laboratory (PALS)
Leva
Mexican-Americans
Vocational Training
Appleton
Senior Citizens
Concerns of Aging
Sheboygan
Offenders
Certificate Level Cosmetology Program
Taycheedah
Mentally Retarded, Emotionally Disturbed
Vocational Opportunity Programs
Fennimore
Blacks, Latinos
Urban League Commando Project
Milwaukee
Dropouts, Underachievers
Academic Vocational Adjustment Programs (AVAP)
DOUGLAS
BAYFIELD
ASHLAND
IRON
VILAS
BURNETT
WASHBURN
SAWYER
PRICE
ONEIDA
FOREST
FLORENCE
POLK
BARRON
RUSK
LINCOLN
LANGLADE
MARINETTE
TAYLOR
OCONTO
ST CROIX
DUNN
CHIPPEWA
MARATHON
MENOMINEE
CLARK
PIERCE
EAU CLAIRE
SHAWANO
DOOR
PEPIN
BUFFALO
TREMPEALEAU
WOOD
PORTAGE
WAUPACA
BROWN
KEWAUNEE
OUTAGAMIE
JACKSON
JUNEAU
ADAMS
WAUSHARA
WINNEBAGO
CALUMET
MANITOWOC
MONROE
LA CROSSE
MARQUETTE
GREEN LAKE
FOND DU LAC
SHEBOYGAN
VERNON
SAUK
COLUMBIA
DODGE
WASHINGTON
OZAUKEE
CRAWFORD
RICHLAND
DANE
IOWA
JEFFERSON
WAUKESHA
MILWAUKEE
GRANT
LA FAYETTE
GREEN
ROCK
WALWORTH
RACINE
KENOSHA
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● = Post secondary
▲ = Secondary

Identification of Need

A need was identified for directing handicapped adults toward employment in unskilled and semi-skilled occupations. Jobs are available, in small communities especially, where the handicapped have the opportunity to function, if given a minimum of training, such as, in house cleaning. The handicapped have basic needs not generally met in their environment. Among there are feelings of self-worth, of independence, of satisfaction derived from productive work, as well as recognition by others for achievements, however small. The number of students in the district who fit this category is much too numerous to be handled even by the present project. There is concern for the handicapped up to high school age, but the young handicapped adult had until now, been neglected. The project was suggested by parents of handicapped adults who themselves needed help with their offspring.

Population Served

The Vocational Opportunity Program is designed for post secondary men and women ranging from age 18 to 40. These are adults who are classified as handicapped either by being mentally retarded, emotionally disturbed or physically handicapped. Because of their disability, they have not learned to succeed in a competitive work situation or in vocational educational programs. Specific handicaps are simple brain damage, borderline retardation, (some mongoloids), cerebral palsy, epilepsy and emotional disturbance. The program is open to handicapped individuals in five counties included in District 3, namely, Crawford, Grant, Iowa, Lafayette, and Richland.

Objectives

Project objectives include: (1) individualization of goals in an environment in which work experiences can help build responsibility, (2) development of self-confidence through acceptable work habits, (3) achievement of greater work tolerance particularly through opportunities for experimentation in work situations and with equipment, (4) development of personal, social and emotional attitudes necessary for employment, (5) experience in teamwork and interpersonal interactions, and (6) broadening of a person's concept of work.

Operational Structure

The program is held for a period of eight to fourteen weeks--the summer session being the shortest. Enrollment ranges from 10 to 15. Students are bussed by the staff within a radius of 30 miles and classes are held from 8:30 a.m. to 1:30 p.m., Monday through Friday. Group discussions and group work situations have helped students identify with the group, interact and receive feedback from others. Classroom instruction includes general cleaning of homes and businesses, home management activities such as cooking, serving, laundry, car washing, car tune-up and many other such activities, depending upon the interests of the students and available jobs. There is opportunity for on-the-job training for a two week period which hopefully leads to employment. Such places as factories, hospitals, and nursing homes have helped in providing learning experiences through technicians who are available to demonstrate use of equipment, explain job descriptions or answer questions of interested students. Other activities include visits to places of historical interest which help broaden student's outlook, and a camping trip which gives them an opportunity to experience being away from home, to plan and prepare meals under adverse conditions and participate in the lives of people other than their immediate families.

Personnel and Facilities

The staff at present consists of four full-time and one part-time members. The members are: one major instructor and promoter of the total project, a male coach instructor, a home economist, a female tutor, and a part-time psychologist who serves as a guidance counselor and does the student evaluation. Classes have been held in church basements because the large kitchen with its variety of appliances and equipment provides excellent environment for a variety of home management opportunities.

The Vocational school has made specific equipment available assigned solely to the program. Students have used facilities such as student services, cafeteria, library and learning center and equipment of the Southwest Wisconsin Vocational-Technical School.

Evaluation

Evaluations of the students in the Vocational Opportunity Program shows that:

a. Students classified as handicapped are usually more capable of productive work than they are given credit for by society and their own families.
b. Students will perform successfully under conditions in which tension is at a minimum and where much encouragement is given.
c. Students gain much personal satisfaction from the realization that they too can contribute to society.
d. Parents are generally too overprotective and therefore hinder the independence of their family members.
e. Community members may see the need for hiring the handicapped but are usually sceptical of doing so.
f. Success results from realistic goal setting and decision making on the part of the students, with encouragement, understanding and guidance from the staff. The class environment is one in which there is freedom to make choices as well as consequences of those choices.
g. Follow-up is an important part of the program as a means of insuring continued success of students.
h. Continuing contacts with many outside government and community groups in recruitment, job placement and evaluation of students is important.

COMMANDO PROJECT I

District 9 - Milwaukee Area Technical College

Target Group: Blacks and Latinos

Purpose

An increasing number of minority students, mainly Blacks and Latinos, are entering the various divisions of Milwaukee Area Technical College. The Commando Project seeks to meet the special counseling and guidance needs of these students which cannot be met through the normal channels of student services. A unique feature of the program is that it is entirely managed by indigenous, non-professional ex-offenders--called Commandos. In other words, grass-roots community people "run" the program as managers as well as serve as staff for its line positions. Experience to date in the use of Commandos has been favorably received by counselors, faculty and administration. Commandos function: (1) to bridge the gap between student services and the disadvantaged, (2) to approach the disadvantaged student voluntarily and upon referral, (3) to determine special needs, (4) to refer and introduce students to services which will help overcome problems, (5) to help reduce the dropout rate, and, (6) to conduct "rap" sessions with groups of students.

Identification of Need

MATC depended upon the distribution of literature a traditional approach as a means of informing people in the disadvantaged area. It was found, however, many centers had not sought to introduce their clients to the literature. Community agencies indicated that no MATC personnel keep in contact with them even though they referred students. These agencies also indicated that they were not able to follow through on referrals and had reports that students encountered admission and registration difficulties. Agencies who reflected a need for closer contact with MATC were the Inner City Development Project with five centers; Northcott Neighborhood House, Opportunities Industrialization Center, North Central YMCA, El Centro, Puerto Rican Mutual Help Center and the American Indian Information Center.

Objectives

The design of the Commando I project at MATC is based upon objectives that reflect the attitude and needs of this school and are inherent in the philosophy of the Commando I organization; that is, first, assist and encourage youth to stay in school in order to enhance their chances to get a job and become independent. Second, attempt to reduce the numbers of revocations and commitments to penal institutions by intensive efforts to help students make a better adjustment in school and in the community. Third, provide parolees and non-parolees with opportunities for job placement and assist them in their adjustment to employment through job coaching and follow up.

Operational Structure

Commandos move freely throughout the school. They join groups of students and talk with individuals. They discover persons who indicate they are about to drop out of school because of financial need, need of clothing, or are having difficulty with classes. Commandos have been the bridge whereby student needs have been met. Commandos have made it possible for these students to: (1) avail themselves to a counselor (2) secure financial aids (3) receive tutoring aid, and, (4) obtain job placement.

In their attempts to help students achieve improved performance in these areas, the commandos have demonstrated that they recognize the value of establishing personal and continuous contact with individuals by meeting with them in their homes, in the streets of the community, and from ghetto areas is that it provides a means of entry into these areas that heretofore has not existed for established institutions. The fact that the commandos can relate and are knowledgeable of the inner core environment, are accepted in the community, and understand the people's problems, has been an invaluable aid in improving communication between students and parents and the school. This has become apparent in the results of commando contacts with the home and through their assistance in student staffings and disciplinary hearing within the school.

Personnel and Facilities

Commandos are paraprofessionals who are selected for their background and experience. They are persons who themselves are disadvantaged but have developed a philosophy of help, of concern and have above average intelligence, without academic creditials. Commandos will add Spanish-speaking personnel to their group this next year in order to meet the needs of an increasing number of Latinos who are enrolling at MATC. Personnel are selected by the Urban League-Commando Project I. MATC contracts with the Urban League for the services of the Commandos. Based at the Milwaukee Campus and under the supervision of an MATC Counselor, commandos travel throughout the city, going where the problems are.

Evaluation

The commandos made 107 personal contacts with various agencies during the school year. The agencies visited include Goodwill Industries, Opportunities Industrialization Center, the Welfare Department, Martin Luther King Center, Indian Community School, Parole Department, Social Security office, Salvation Army, Underground Switchboard, and Lutheran Social Services. These contacts generally involved requests for aid for individuals in the form of clothing, eye glasses, hearing aids, baby-sitters, and Social Security and welfare benefits. The contribution of the commandos in this area has been a significant factor in helping a number of students to attend school more regularly. Although most of the 891 telephone contacts by commandos were related to truancy, many of these calls were concerned with referral and placement activity. One hundred and forty-four students and former students were referred to agencies and private employers during the school year. Seventy-five of the referrals were to private industry and were made only after an initial job contact by the commandos indicated the possibility of employment. Of the 75 individuals referred, 22 requested and were given assistance during the initial employment interview which resulted in 13 persons being placed on jobs.

CERTIFICATE LEVEL COSMETOLOGY PROGRAM AT TAYCHEEDAH

District 10 - Morraine Park Technical Institute, Fond du Lac

Target Group: Offenders

Purpose

The Cosmetology School at the Wisconsin Home for Women(WHW) approved March, 1971, provides a cosmetology instruction program licensed by the Cosmetology Section of the Division of Health within the Department of Health and Social Services. The program is partially (45%) funded by the State Board for Vocational , Technical, and Adult Education through Morraine Park Technical Institute-District #10, Fond du Lac with monies obtained through the 1968 amendments to the Vocational Education Act of 1963. The project also included an individualized educational component to academically prepare approximately one-third of the WHW population for participation in vocational training. THe Division of Vocational Rehabilitation within the Department of Health and Social Services is actively involved in the program. The division provides the training kits, individual counseling, and transfer of records to the DVR representative in the area to which the student returns. Some follow-up service is also provided by the DVR.

Identification of Need

A survey of the population at WHW revealed that 100 of the 116 residents are less than 36 years of age. Considering that a working lifetime extends to age 65, this information indicated that upwards of 90% of the WHW population has an employment future of at least 30 years. A survey of the case records and family histories revealed that they are handicapped socially, economically, vocationally, and emotionally. They are poorly motivated toward lucrative employment because there has been no history of vocational success in their backgrounds. Coupled with this are other learning--low reading abilities--and emotional handicaps.

Population Served

Specifically, the cosmetology school program provides vocational and technical training for a minimum of 20 individuals per year. Through the individualized program, approximately 60 persons are given the opportunity to learn to read with comprehension, to listen and retain information; to follow directions; to check their success against the instruction received; to correct their mistakes immediately; and to advance at their own rate of learning on the level of their ability.

Objectives

Objectives of the cosmetology program are: (1) to provide sufficient training in cosmetology to be capable and qualified to seek employment and a license in the field of cosmetology, (2) to provide remedial education for vocational training so as to enable those disadvantaged to prepare for entry into the Vocational Training Program, (3) to become acquainted with methods, requirements, and procedures so as to become proficient in the profession, and, (4) to develop acceptable attitudes toward work and personal problems so that participant may adjust effectively and become a contributing member of society.

Operational Structure

The cosmetology program requires 13 to 14 months to complete. Those students placed in the program participate a total of six hours per day Monday through Friday each week for the duration of their stay or until the program is completed, whichever comes first. Arrangements for continuation of training are made through cooperating agencies or services, i.e. Division of Vocational Rehabilitation, Bureau of Probation and Parole, Wisconsin State Employment Service, Transitional Education Project, and any of the several program sponsoring agencies as applicable and on an individual basis. All the services and agencies within the Wisconsin Home for Women cooperate in counseling, encouraging, tutoring, and planning release training and employment programs with individuals. Upgrading of academic skills are provided through this Remedial Education for Vocational Training program.

Personnel and Facilities

The three cosmetology instructors possess the necessary licenses as required by the Department of Health. Wisconsin Home for Women employs a full time school principal, 1 guidance counselor, 3 social workers, 1 psychologist, 1 part time psychologist, 1 part-time psychiatrist, and clerical and custodial personnel to provide the necessary supervision, guidance, counseling, clerical and custodial services for this project. The Wisconsin Home for Women employs one Cosmetology instructor and shop manager and teacher personnel in other academic and vocational areas. Supportive staff froma number of other agencies are actively involved in the project. This program is conducted within the environs of the Wisconsin Home for Women at Taycheedah, Wisconsin. The complex of three buildings for housing and feeding the women residents, a chapel, a cannery building, and administration and school building. Instructional equipment and personnel have been made available under the auspices of the 1968 Amendments.

Evaluation

Through June 30, 1972 twenty-four women inmates of the Wisconsin Home for Women have received partial training in cosmetology and those who have been released from Wisconsin Home for Women have been assisted in transferring to another school or arranging for apprenticeship indentures through employment in beauty salons in the communities to which they return. In March, 1972, two male students from the Wisconsin State Prison were approved for enrollment and joined the student body at that time.

In an evaluation of the project earlier this year, it was found that the instructors were dedicated to the program and were offering excellent training to the students. A few areas were viewed as needing additional attention, including: (1) the development of an improved self-image among the students, (2) the provision of better transition from the school into employment or another cosmetology school and (3) the need for additional education courses in methods and the psychology of human relations for the instructional staff.

CONCERNS OF AGING

District 11 - Vocational, Technical and Adult Education, Sheboygan

Target Group: Elderly

Purpose

> How can you safeguard your home? How should you react when confronted with an intruder? What should you do when approached by a stranger? How can you get help?

These are a sampling of questions which will be discussed and answered during this program. The program, Concerns of Aging, offered through the Lakeshore Technical Institute of Sheboygan, was intended to meet the needs of the elderly residing in District 11. A service of ten conference sections was planned to deal with many of the continuing life needs of older citizens. The needs included making household repairs, proper nutrition and exercise, obtaining social security and medicare information, protection for the elderly. Sessions were planned over an eight month period.

Identification of Need

Social economics, physical and psychological changes characterize the process of aging. Aging is a universal problem and affects the individual and the family as a whole. Needs of the elderly residing in District 11 were identified by members of an ad hoc committee made up of persons directly involved in working with the elderly--recreation leaders from the Sheboygan Recreation Department, members of the committee on aging, directors of senior citizen centers, and personnel of retirement homes. Using suggestions submitted by committee members, programs were planned to meet the needs of senior citizens. Concerns of this group which the committee identified are: (1) income, money management, (2) food and nutrition, (3) housing, (4) health and medical care, (5) family relations, (6) leisure time activities, and, (7) companionship.

Population Served

The Concerns of Aging Program, held in Sheboygan, Plymouth and Manitowac drew 524 participants to its thirty sessions. Attendance was greatest at sessions on Social Security and Medicare Information (172 people) and on Psychology of Aging (130 people). Locating the program in three different cities in the district allowed more of the elderly to attend.

Objectives

Objectives of the sessions were to: (1) provide information and resource materials pertinent to problems and needs of participants, (2) help participants to develop confidence, independence and resourcefulness in meeting needs and situations, (3) bring the program to participants in activities which would be both beneficial and enjoyable, and, (4) provide information which would assist participants in meeting the challenges of aging.

Operational Structure

The program supervisor recruited resource people who were both qualified and interested in providing instruction or imparting information through lecture and discussion. A total of ten programs in three different locations were provided. Various methods of instruction were incorporated into the over-all project: lectures, open discussions, demonstration, and laboratory sessions. A clearinghouse was established to announce the availability of programs. Requests for services were channeled through the Lakeshore office and acted upon.

Personnel and Facilities

Personnel for the project included a program supervisor, two discussion leaders and twenty resource persons. Sessions took place at homes and centers for the aging, such as, the Manitowoc Senior Citizens Center.

Evaluation

Judging from the number (541) who attended "Concerns of Aging" and their positive comments, the program can be termed a success. Organizations who requested assistance through the project have already indicated an interest in continuing the programs next year.

VOCATIONAL TRAINING FOR MINORITY GROUPS

District 12 - Fox Valley Technical Institute, Appleton

Target Group: Spanish Speaking

Purpose

Great emphasis is being placed nationally on the Mexican-American and the American Indian and their job readiness in society. "Vocational Training for Minority Groups" at Fox Valley Technical Institute focuses on the urgent need to provide quality, individualized, developmental instruction for these individuals. The program introduces students to a wide variety of occupations, provides a Mexican-American circuit instructor who travels from home to home teaching reading and writing, and offers selected occupational courses through the use of a 55-foot mobile home. Close cooperation is maintained with other agencies, such as, La Roza Inc., United Migrant Opportunity Service and the Presbyterian Church in Wild Rose, Wisconsin which offered their facilities.

Idendification of Need

Need was identified in the District for remedial and vocational programs designed to serve minority persons. A survey of Mexican-American families in Waushara County revealed some of the deficiencies which minority persons possess:

Many are poor readers - or cannot read at all.
Many lack a foundation in basic English, math and writing.
Whatever they accomplish they usually must work for in the face of hardships imposed by such factors as undesirable living conditions, inadequate diets, unstable family life, and exposure to crime and criminal elements.

Over 200 Mexican-Americans were identified within the District in the Wautoma, Shiocton, and Appleton areas and 200 Indians at Oneida. Approximately 4 to 6 thousand migrants were in Wisconsin last summer. Two to three thousand were not employed because of new technology in the farming industry. These became the "target group" for the project.

Population Served

Mexican-Americans and Oneida Indians who are permanent residents in the district and people who are part of the migrant stream from Texas are the primary target group.

Objectives

Objectives of the project are to: (1) acquaint students with a wide variety of occupations and the opportunities available in these fields, (2) provide small media units to families in their own homes to increase their ability to read, write and use basic terminology consistent with their occupation, and (3) offer selected occupational courses, such as, service station attendant and small gas engine repair for men and clerical and hotel and motel training for women.

Operational Structure

As much as possible, the project addresses itself to the immediate needs of participants, attempting to help them with problems which hinder them from succeeding vocationally. Emphasis is on the individual and the presentation of material in short units. Films and cassette tapes are used in all phases of the project. Absenteeism and other circumstances beyond the control of students and other personal problems, cause them to fall behind in their work and inhibit their ability to continue in a regular class. The approach, therefore, has had to be flexible, allowing each student to progress at his own rate.

Personnel and Facilities

Persons from the ethnic group are hired to assist the vocational district in these special training programs. Language development was taught by a Mexican-American woman from Texas and others were involved in teaching occupational courses. It was found out in the initial programs that transportation could not be provided by these people as their automobiles are in very poor working condition, or they do not own a car. As a result, a 55-foot mobile home is used as a classroom to bring the program to the people. The mobile home is located in camp areas and at strategic locations in the district.

Evaluation

Evaluation of the student is based on performance rather than on the use of traditional tests. Daily performance is evaluated on the basis of: (1) improvement in basic skills, (2) development of good work habits, (3) improvement in attitude, (4) degree of flexability and adaptability, (5) degree of reliability, and, (6) personal appearance.

In the 1971-72 school year, 24 Spanish-Americans were served in the Appleton area, 35 in Waushara County and another 19 through full-time programs. Students have demonstrated an eagerness to improve their English and the majority have progressed from little or no spoken English to reading and writing two and three grade levels higher than at entry. Of the 78 initially enrolled, 19 completed the project this year. Next year skill training will be offered to those persons who completed adult basic education courses and want the additional training.

PRE-VOCATIONAL AND VOCATIONAL EDUCATION SERVICES FOR THE VISUALLY IMPAIRED

District 15 - North Central Technical Institute, Wausau

Target Group: Visually Impaired

Purpose

This project represents the joint local efforts of the North Central Technical Institute, the Marathon County Workshop, the Wisconsin Board of Vocational, Technical and Adult Education, and the Wisconsin Division of Vocational Rehabilitation. These agencies are working together to demonstrate the feasibility of providing pre-vocational education (evaluation, mobility and orientation instruction, work adjustment services) and vocational education through existing community facilities to help the visually impaired become occupationally competitive in a sighted labor market.

Indentification of Need

During the 1968-69 school year, one totally blind student enrolled in the clerk-typist program at NCTI. Her inability to move independently about the school resulted in her withdrawal and subsequent enrollment in the Minneapolis Society for the Blind for mobility instruction.

When she completed training, she re-enrolled at NCTI and satisfactorily completed the clerk-typist program. Upon graduation she was employed in Madison in a clerical position. She was the first blind student to successfully complete an occupational educational program in the Wisconsin vocational, technical and adult education system.

As a result of her success, the Wisconsin Rapids Division of Vocational Rehabilitation asked the North Central Technical Institute to consider the possibility of offering a pre-vocational education program for the visually impaired.

Population Served

It is anticipated that the project will eventually serve 16-24 visually impaired students. Students remain in the pre-vocational program an average of 4-6 months. For the first year, enrollment was limited to eight students at any one time, although, it is expected that this number can soon be increased to twelve. After the first five months of operation, ten students were enrolled--three had completed the program and seven were currently enrolled.

Objectives

The specific objectives of the project are: (1) to provide orientation and mobility instruction, (2) to provide survival techniques required for occupational competency by visually impaired workers, (3) to provide communications instruction, (4) to provide pre-vocational education to the visually impaired as preparation for entering full-time occupational education programs, (5) to provide vocational education so that visually impaired persons are occupationally competitive in a sighted labor market, (5) to provide occupation evaluation and work adjustment services where needed.

Operational Structure

Students for this program are referred by the Wisconsin Division of Vocational Rehabilitation. After acceptance into the program, they are evaluated by joint efforts of NCTI staff, Marathon County Workshop staff, and DVR counselors. An individual education program is then determined for each student. Evaluation and work adjustment services are offered during the pre-vocational education phase in cooperation with the Marathon County Workshop, and for the most part run concurrently with the orientation and mobility instruction and rehabilitation instruction. After completion of the pre-vocational phase of the project students may enter into one of the occupational programs at NCTI to earn a vocational diploma or an associate degree or go directly into employment.

Staff and Facilities

The program is staffed by three instructors. An orientation and mobility teacher trains the visually impaired person to move about in his environment with the help of a cane. Braille techniques, listening skills and use of the abacus are taught by an instructor who is herself visually impaired and, a third instructor, handles consumer and homemaking education.

In addition to classes located at the North Central Technical Institute, the facilities of the Marathon County Workshop, Wausau, Wisconsin, are utilized extensively as part of the pre-vocational education program. In addition, other existing community facilities such as the Marathon County Guidance Center are utilized when they can help individual students.

Evaluation

One former student is now completing a specialized educational program which will in the near future permit him to become the manager of a vending machine service. A current student who previously acquired a master's degree in rehabilitation counseling, is completing the VIP program and gaining the mobility and independence which will permit her to put her college education to use as a counselor. Another is gaining skills and knowledge which will help her succeed in her role of wife, homemaker, and mother. All who enrolled have quickly shown an amazing increase in their ability to move independently and confidently about in the sighted world. They soon go independently about their affairs from classroom to classroom, take a break in the student lounge, and board buses to and from the campus nearly as easily as their sighted classmates. The students come from various parts of Wisconsin to become temporary residents of Wausau. They travel by themselves from their homes at vacation time by train, bus or plane just as sighted students do.

VOCATIONAL TRAINING IN THE HOME IMPROVEMENT OCCUPATIONS

District 18 - ADVOTECH, New Richmond

Target Group: Chippewa Indians

Purpose

The St. Croix Tribe of the Chippewa Indians numbers approximately 550 and is widely dispersed in several tracts of land totalling about 1,500 acres in Burnett County, an economically depressed area. Housing for members of this tribe has been submarginal with a large number of log houses, some reconverted disaster mobile units and about 12 new prefabricated homes. The male population experiences an unemployment rate of 60% to 65% during the months of November, December, January, February, March and April. This ADVOTECH project, funded under the 1968 Vocational Amendments, attempts to provide the Chippewas with the necessary vocational skills for improving their standard of living and for finding gainful employment. Training is provided through a mobile classroom-shop unit located on the Indian reservation. Since most of the Chippewa had transportation problems, the location of the unit provides an assessible and modern training station.

Identification of Need

After several years of exposure to and working with travel leaders of the St. Croix Tribe of the Chippewa Indians, ADVOTECH received a request from these leaders indicating the need for training so that members of the tribe could be gainfully employed in the construction of new homes, remodeling of existing dwellings, and in the construction of a Community Center on the Reservation. An advisory committee was formed to discuss the need and to develop a Federal Project proposal under the 1968 Vocational Education Act. This committee, including representatives from the Tribe, labor unions, the Vocational District, state vocational people, and the Bureau of Indian Affairs, decided that a training project definitely was needed and that an attempt should be made to provide skills which could be used on the Reservation. A number of developments made the project very timely:

1. A neighborhood center of approximately 17,000 sq. ft. was approved by Housing and Urban Development and the Economic Development Administration. One stipulation in the letting of the bids was that the contractor must hire Indian labor wherever possible.

2. The Tribe received approval for 40 plus new homes for their people.
3. They have received Home Improvement Program monies for renovation and remodeling of some of their existing substandard homes.
4. They had developed a plan for an industrial park on their lands.

Population Served

Enrollment in the program is 100% Indian. Enrollees, between the ages of 19 and 54, are selected on the basis of vocational testing, financial need and interest in the program.

Objectives

Objectives of the project are: (1) to provide those enrolled with sufficient skills to renovate, maintain existing dwellings and aid in the construction of new homes for their people, (2) to provide those enrolled with sufficient skills to be hired in the construction of their community center and industrial park, (3) to develop a cadre of trained individuals who can pass on their skills and knowledge to other members of the tribe, as individuals or in future training programs, (4) to provide a supply of potential apprentices for future building programs, and, (5) to create a sense of self-reliance and awareness which leads those enrolled to seek a meaningful career.

Operational Structure

Training is given for the development of skills associated with home improvement using an Indian journeyman carpenter instructor and a teacher assistant, team teaching approach. Classes in the mobile unit last 21 weeks, six hours per day each week. Class size is approximately 12 students. Learning by doing is supported by lectures and demonstrations, class discussion, field trips, visual aids.

Personnel and Facilities

The Indian instructor working for this project was very qualified and very well accepted by the students. Approximately 3 months into the program, this instructor became ill and passed away causing some problems with student interest in the program. Another instructor was hired as soon as possible and the project continued in operation. This second instructor, while not an Indian, is a Journeyman Carpenter who had been in the trade for many years. He, too, was well accepted by the group and by the representatives of the tribe. The mobile unit is the central training facility for the project. This unit has a large classroom and a well-equipped carpentry lab. Training in the unit is supplemented with on the job training or some home improvement projects and the Community Center in the Maple Plain Reservation Area.

Secondary Programs

THE ACADEMIC VOCATIONAL ADJUSTMENT PROGRAM

Gadger High School, Lake Geneva

Target Group: Potential Dropouts

Purpose

The Academic Vocational Adjustment Program at Badger School, Lake Geneva is designed to aid students whose academic abilities are limited to the extent that they cannot be expected to succeed in a formally structured high school curriculum. In effect, it controls the curriculum for these individuals, allowing for a block of academic training within a vocational orientated career program. The program ultimately provides each student with a marketable skill.

Identification of Need

The project was developed out of a recognition that a pure academic curriculum is not the answer to the potential drop-out, the underachiever, or the socially maladjusted individual. Yet for years this problem has been brushed into the diluted curriculum of the track class which has not compensated for individual differences, but only constrained individuals within the pure academic program. The underachiever needs basic skills in both the academic and vocational areas with emphasis on those skills in which he has demonstrated serious limitations.

Population Served

The segment of the school population with which AVAP is concerned is the academically limited child--the under achiever. Enrollments average 25-30 students a year. To participate in this program at the 9th grade level, students are identified through the Differential Aptitude Test. In addition to this, the recommendation of the previous year's teacher is considered in the placement of the child.

Objectives

Objectives of the project are: (1) to provide training to the students involved at a level in which they can progress to a point where they can obtain and hold a job, (2) to provide a continuous and coordinated educational and vocational program for the student with learning disabilities, (3) to develop a more realistic attitude in teachers, parents, industrial and business firms, and the general public toward the student with severe learning disabilities, (4) to establish a feeling of usefulness, confidence, and accomplishment in students who would otherwise be lost in the general high school curriculum, (5) to provide the community with a source of dependable young workers who without this coordinated effort may become a burden to our society.

Operational Structure

The curriculum content of the AVAP is based upon the needs of each individual student. It is a total program where the content of one discipline is related to other disciplines. It is not a one teacher--30 student approach. Rather, it is a continuous approach that allows each student to progress at his rate of learning to the depth he wants. AVAP requires smaller groups of students and more skilled teachers. It emphasizes students learning and not teachers teaching. It requires more skillful teaching techniques, better evaluation of both learning and teaching, and a more genuine, enthusiastic interest in each student by the teacher.

During the first two years of the four year curriculum an attempt is made to improve reading, math and communicating skills by starting each student at his own level and fostering as much progress as possible. Much of the reading and math is made pertinent by relating it to current problems and interests, rather than isolating each subject area. Also included in the first two years of AVAP are vocational orientation, occupational analysis, and employment orientation. Vocational orientation is an introduction to all the possibilities available for training within the school or community. Occupational analysis is a study of several possibilities for a job so that the best choice may be made out of several possibilities. Employment orientation is the preparation necessary to obtain and hold a job in the near future. Citizenship, health and safety, consumer knowledge, and social behavior are interwoven through the four years in several areas of the curriculum. Part of the last two years are spent by the student in a job situation where he learns to bridge the gap from school to work. His job is related to one of the courses he is taking in the vocational education department at school.

Personnel and Facilities

Facilities for the project are modern and open. Beyond the regular classrooms students use the study skills center, staffed by a full time director, and a career information center, staffed by a counselor who helps students learn about the world of work. Staff from other areas are also involved in the program.

Evaluation

Research data indicates that a progressive academic decline is associated with the type of student population being served by the AVAP program. It was felt if the students in this program did not lower their relative standing compared to national norms, but were merely able to maintain the standing of the previous year, the program would be successful in stabilizing this academic regression. Not only did the students maintain their relative standing at the end of the school year, but actually significantly increased their relative academic rank compared to the national norm group. In 1971 AVAP received a certificate of merit award from the U.S. Department of Health, Education and Welfare Office of Education, Bureau of Adult, Vocational and Technical Education. The AVAP program has been successful in attempting to help the student who might otherwise drop out of school without a salable skill. Many other state schools have patterned their programs after Lake Geneva's. Its strength is that it gives special help without removing the student from the school or segregating him from others.

PRE-VOCATIONAL ASSESSMENT LABORATORY (PALS)

CESA 3, Gillett

Target Group: Educable Mentally Retarded

Purpose

Designed primarily for special education students in rural areas of northeastern Wisconsin, the Pre-Vocational Assessment Laboratory System was developed to evaluate, diagnose and provide vocational assessment of educable mentally retarded high school students in order to make recommendations for possible employment. Simulated work activities, geared as closely as possible to job opportunities in the local area, provide the major focus of the evaluation procedure. As a by-product of the evaluation process, teachers, administrators, and counselors are better equipped to understand and satisfy the needs and aspirations of special education students. Evaluation is facilitated through the use of rating scales and work samples devised to permit the measurement of many aspects of skill development in the academic vocational, and social maturity areas.

Identification of Need

PALS was initiated to provide a vital vocational evaluation service for handicapped students in the CESA 3 area. Operated from Cooperative Educational Service Agency #3, Gillett, Wisconsin PALS was created to serve four school districts in Northeastern Wisconsin. Comprehensive work evaluation unit was developed to move around to district schools. The program is integrated with the regular vocational program at each school being served, and also with the work experience aspect of special education. Diagnostic evaluation and community involvement is given considerable emphasis.

Population Served

All students in the project are at the secondary school level and are referred through their placement in secondary special education programs. They include those individuals with both physical handicaps and apparent learning difficulties whose opportunities for job placement are limited. The project provides evaluations for approximately 100 students a year.

Objectives

Objectives of the project are: (1) to evaluate, diagnose and provide vocational assessment of secondary handicapped students in four school districts of CESA #3, (2) to provide students with the opportunity to learn work behaviors related to the evaluation process--punctuality, attendance, work tolerance, cooperation, decision making, (3) to have an impact on the direction and quality of the vocational program which is designed for the student, (4) to make work samples realistic in terms of the jobs available in the CESA #3 areas, and, (5) to point the way--through careful evaluation of the students work abilities--toward useful employment or further education for the student after graduation.

Operational Structure

The Pre-Vocational Assessment Laboratory System is contained in a mobile evaluation unit presently located at Lena High school, Lena, Wisconsin. The unit is moved from school to school every nine weeks. Each student receives a minimum of one hour of evaluation activities four days a week for the nine week period. The unit is equipped with a custom designed audio visual monitoring system which allows the evaluator to observe a student at his work station and to talk with him to provide encouragement and instruction. Over fifty different work tasks have been devised according to ascending levels of difficulty. Information collected during an evaluation includes: ability of the student to follow instructions, frustration tolerance and accuracy in performance on a given task. Evaluations are written up and shared with the vocational and special education teachers. The evaluation becomes an essential element in planning the vocational program for the student.

Staff and Facilities

The project is staffed by a project director and a school psychologist work evaluator. Also involved in the implementation of the program are the vocational and special education teachers at each of the participating schools. The unit itself has a staff office and a large evaluation area. The evaluation area is arranged in work stations to which students are assigned when they "punch in" each day. A great deal of imagination has gone into the arrangement of the space and into devising the evaluation tasks. Many simple devices, such as, a paper folding task can reveal a great deal about the students ability to follow instruction, to coordinate his hands and other abilities. The unit is usually adjacent to the school and easily accessible to the students.

Evaluation

In June 1972, the Pre-Vocational Assessment Laboratory System completed its first operational year. During 1971-72 the mobile unit visited four separate, and uniquely different school districts. In total, the project evaluated 72 special education students in Shawano, Oconto, Oconto Falls and Lena. In addition to special education students, 31 referred students were given vocational evaluation at the request of teachers, principals, or administrators. Another 46 referred students were seen for purposes of specific diagnostic testing in areas concerning visual screening, motor coordination, or diagnosis of reading and mathematic deficiencies. In all, 149 students were seen by the PALS project during the 1971-72 school year.

The director of the project felt that those students placed on jobs according to the recommendations of the evaluation unit had found success in their respective areas of employment.

RECREATION - ENVIRONMENTAL OCCUPATIONS FOR EXCEPTIONAL STUDENTS

Merrill High School, Merrill

Target Group: Mentally Retarded

Purpose

The Recreation-Environmental Occupations (REO) project is intended to increase the special vocational education opportunities for handicapped youth through training programs in recreational-environmental occupations at the Nels P. Evjue Memorial Forest, one of the largest school forests in the nation. The programs are unique in that learning is through meaningful learner-related activities at the forest. The use of the forest and facilities are open to any of the Merrill Public Schools, and the services of the Conservation Coordination are available, either as a counselor or as a resource person. Phase I (March 1 - June 30, 1971) focused on curriculum development, preparation of materials, purchasing of equipment, preparing selected work-study stations, and pilot training in selected areas. Phase II (July 1 - June 30, 1972) has focused on continuing Phase I and expanding into the selected training programs.

Identification of Need

The program centers around an occupationally related cluster of persisting life needs. In this curriculum those needs applicable to recreational and vocational knowledges and skills which can be learned in the school forest were identified as follows:

> Learning to handle and Adjust to One's Social, Technological and Physical Environment involves the essential habits, attitudes and skills necessary to practice social amenities and customs, using tools and mechanical equipment and understand and adjust to the physical environment.
>
> Learning to Earn a Living involves the essential habits, attitudes and skills necessary to be a good worker, to know what jobs are available and to prepare for and get a job.
>
> Learning Homemaking involves the essential habits, attitudes and skills necessary to be a good worker, to know what jobs are available and to prepare for and get a job.
>
> Learning to Appreciate, Create and Enjoy Beauty involves the essential habits, attitudes and skills necessary to develop and maintain an attractive appearance and to express oneself through a variety of media (crafts, music, art, dancing).

Population Served

The Merrill Public Schools enroll about 100 students in special education classes and plan to add specific services and programs for about 100 children with special learning disabilities and social-emotional problems. The Lincoln Boy's School is steadily adding to its enrollment and will soon have about 100 boys in their teen years in the correctional institution and school. Administrators in other surrounding schools have been appraised of the Recreation-Environmental Occupations project and have indicated an interest in becoming involved. The thirty students in the summer project were mainly the mentally retarded, but students with physical and emotional problems were also involved.

Objectives

Primary objectives of the project are to provide handicapped students with: (1) increased special vocational education opportunities, (2) specific work skills related to recreation-environment occupations in the Merrill area, (3) an appreciation of natural resources--their conservation and their utilization, (4) increase chances of success in job placements.

Operational Structure

The REO program takes place mainly in the summer. Children arrive at 9:00 a.m. by bus and during the day are involved in a number of activities surrounding a central lodge. While the lodge has classrooms, classroom instruction are kept to a minimum. Related to the lodge are learning stations which focus on some learning skill activity, such as, building maintenance, highway safety, water systems, food preparation and services. Handicapped students have been involved in building a garage, a fireplace and bell tower; in running and maintaining the lodge and in many other activities. Through these programs students have learned increased motor coordination; the use and operation of machinery; how to test water and many social and work related behaviors. Students are excited about their direct involvement in the forest projects. Information learned in the woods transfers to the home situations where the children can do more for and with their parents. Parents in the Merrill Public School area have become the projects most enthusiastic supporters.

Staff and Facilities

The project director coordinates staff efforts and the physical resources of the lodge and forest to provide a program for the handicapped students. He has strong support from the community and help in planning program activities from the special education staff of the Merrill Area Schools. Services of an instructional materials teacher from the North Central Special Education Instructional Materials Center are available. Volunteer and paid area tradesmen and a work-study station supervisory are involved. The entire project is coordinated by the local vocational education coordinator (LVEC) in keeping with the purpose of the school forest.

Evaluation

It is somewhat premature to offer any overall evaluation of the project since most of the students are only sophomores and have not completed the program. The ultimate goal of the project is to find jobs for the students in the recreation-environmental occupations in the community. Program objectives, however, are being met as evaluated. Each of the nine learning stations in the forest has an associated skill, e.g., rural waste control--ability to assist in the construction of a rural sewer system. It was found that many of the projects planned could be completed by students under supervision. Eighty-five percent of the educable students could complete a specified task under supervision. Student and parent involvement and the enthusiastic support of the special education staff attest to the success of the program's ability to involve people in learning by doing.

APPENDICES

A. DISTRICT DIRECTOR SPECIAL NEEDS QUESTIONNAIRE

Only the district director cover letter and questionnaire are included in the Appendix. Except for a few minor differences in wording, the questionnaire for the local vocational coordinators is the same.

B. GLOSSARY OF ACRONYMS AND DEFINITIONS OF SERVICES

C. STUDENT REPORT FORM--PART B: DISADVANTAGED AND HANDICAPPED

The student report form is included as a example of the types of information which the State Board will be collecting on persons with special needs who are enrolled in federally supported post secondary vocational programs. A manual for interpreting the forms is available from the Wisconsin Board of Vocational, Technical and Adult Education, 137 East Wilson Street, Madison, Wisconsin. An overview of the purposes, objectives and anticipated outcomes of the new student reporting system can be found in Chapter III, page 59.

APPENDIX A

UNIVERSITY OF WISCONSIN
MADISON, WISCONSIN 53706

SCHOOL OF EDUCATION
CENTER FOR STUDIES IN VOCATIONAL
AND TECHNICAL EDUCATION
ROOM 730, WARF OFFICE BUILDING
610 WALNUT STREET
TELEPHONE (608) 263-2704

DISTRICT DIRECTOR'S SPECIAL NEED QUESTIONNAIRE

March 27, 1972

District Director

Dear ________________:

Of special interest to the State Advisory Council on Vocational Education is the kind and quality of vocational education being offered to Wisconsin's disadvantaged and handicapped under the Vocational Education Amendments of 1968 (P.L. 90-576). The Council has requested that the Center for Studies in Vocational and Technical Education (University of Wisconsin-Madison) make an assessment of our state's progress in meeting the vocational needs of people with special needs.

One important part of the assessment relates to your identification of the success you have had in planning and developing vocational programs for the disadvantaged and handicapped in your district. It was the intent of the 1968 Amendments that all disadvantaged and handicapped students be integrated into the regular program to the greatest extent possible and that all persons of all ages have ready access to vocational training or retraining. While all districts have made enormous strides in meeting the mandates of the 1968 Amendments, problems of supervision, communication, need identification, curriculum development, staffing and accountability are still with us. While our study will highlight the progress made in these critical areas, we would like your insight into issues of continuing concern.

The enclosed questionnaire is intended to be open ended. We would encourage you to provide us with any thoughts you have on improving vocational services for the disadvantaged and handicapped. Since individual responses will be used only by our survey staff, please feel free to be completely candid in your remarks.

Thank you for your help.

Sincerely,

Merle E. Strong
Director

WBVTAE District Special Needs Questionnaire

Please answer all questions relating to the vocational needs of the disadvantaged and handicapped with as much detail as possible. Include any recent studies or descriptive materials which would give a complete picture of the vocational education being offered to people with special needs in your area. Feel free to include any information which you think would help in the Advisory Council's assessment. We would appreciate your returning the questionnaire no later than April 28.

1. What effect have projects funded through the Vocational Education Amendments of 1968 (P.L. 90-576) had on your ability to offer new or expanded vocational programs for the disadvantaged and handicapped in your district? (Please include any descriptive materials.)

2. What new vocational projects for the disadvantaged and handicapped are planned for your district in the 1972-73 school year?

3. What priorities have you established for serving the handicapped and disadvantaged in your district? (Is your greatest emphasis on recruitment, curriculum development, work study, inservice training, research, follow-up, or on what?)

4. What problems do you encounter in enrolling handicapped and disadvantaged students in regular vocational education programs (e.g., related to admission criteria, scheduling, flexibility, supportive services, staff attitudes)?

5. Which of the following disadvantaged and handicapped groups in your district would benefit from additional or new occupational programs?

Disadvantaged

____ Undereducated

____ Potential or actual dropouts

____ Members of minority groups

____ Economically depressed

____ Hard core unemployed

____ Welfare recipients

____ Other (Specify) ______________

Handicapped

____ Mentally retarded

____ Hearing impaired

____ Speech impaired

____ Visually handicapped

____ Emotionally disturbed

____ Crippled

____ Special Learning disability

____ Other (Specify)

____

6. What kinds of occupationally oriented projects would you recommend to meet the needs of the groups you have identified in question 5?

7. With respect to the disadvantaged and handicapped in your district, which of the following service areas are currently (1) emphasized (2) need more emphasis? (Please check)

Currently Emphasized	Need More Emphasis	Vocational Services
		Special recruitment or identification programs for the handicapped and disadvantaged
		Vocational counseling and guidance for people with special needs
		Assessment (testing)
		Orientation to world of work
		Remedial or pre-vocational training
		Skills training
		Tutoring, Coaching
		Transportation
		Placement services especially tailored to special needs students
		Follow-up of graduates
		Other (Specify)

8. Which of your district programs for the disadvantaged and handicapped have been most successful in meeting the vocational needs of their students? (Please include descriptive material, if available.)

Project No. _____, Title ________________________________

____

Explain ____

____

____

Project No. _____, Title ________________________________

____

Explain ____

____

9. What full time staff resources do you have specifically assigned to the development, leadership and coordination of programs for people with special needs?

Position	Function	% of Time

Comment:

10. Over the last two years what staff inservice training have you provided within your district related to vocational education for the disadvantaged and handicapped?

Personnel	Topic	Fiscal Year

What is planned for the 1972-73 school year? ______

11. What criteria do you use to account for the success or failure of your district's vocational programs for people with special needs? (Enclose descriptive materials, if available.)

12. What special placement services do you provide for the disadvantaged and handicapped in your district?

Comments:

13. What additional kinds of assistance could state consultants provide which would help you in developing vocational projects for the handicapped and disadvantaged?

14. What do you see as the greatest restraints to meeting the occupational educational needs of the disadvantaged and handicapped in your district (e.g., lack of jobs, funding, staff availability)?

District Number ______________

Name __________________________

PLEASE RETURN BY APRIL 28

APPENDIX B

GLOSSARY OF ACRONYMS AND DEFINITIONS OF SERVICES

ABE	Adult Basic Education
AFDC	Aid to Families with Dependent Children
BAT	Bureau of Apprenticeship and Training
BIA	Bureau of Indian Affairs
CAA	Community Action Agency
CAC	Community Action Commission
CAMPS	Cooperative Area Manpower Planning System
CAP	Community Action Program
CEP	Concentrated Employment Program
CESA	Cooperative Educational Service Agency
CITE	Community Involvement Toward Employability
CR-SDC	Community Relations--Social Development Commission
DAT	Division of Apprenticeship and Training
DFS	Division of Family Services
DILHR	Department of Industry, Labor and Human Relations
DPI	Department of Public Instruction
DPW	Department of Public Welfare
DVR	Division of Vocational Rehabilitation
EDA	Economic Development Administration
EOA	Economic Opportunity Act
EOG	Equal Opportunity Grant
FOUR C's	Community Coordinated Child Care Program
GATB	General Aptitude Test Battery
GLITC	Great Lakes Inter-Tribal Council
HRD	Human Resources Development
HUD	Housing and Urban Development
ICDP	Inner City Development Project
JOBS	Job Opportunities in the Business Sector
LEAP	Labor Education Advancement Program
MATC	Area Technical College (Madison or Milwaukee)
MDTA	Manpower Development and Training Act
NAB	National Alliance of Businessmen
NYC	Neighborhood Youth Corps
OIC	Opportunities Industrialization Center
OJT	On-The-Job Training
OM	Operation Mainstream
PSC	Public Service Careers
PTA	Parent-Teacher Association
SBVTAE	State Board of Vocational, Technical and Adult Education
SEWRPA	Southeastern Wisconsin Regional Planning Agency
SMSA	Standard Metropolitan Statistical Area
STEP	Supplemental Training and Employment Program
STEP-MILW.	Supplemental Training and Employment Program (formerly CITE)
UMOS	United Migrant Opportunity Service
USDA	United States Department of Agriculture

GLOSSARY OF ACRONYMS AND DEFINITIONS OF SERVICES (cont.)

UWEX. . . . University of Wisconsin Extension
VTAE. . . . Vocational, Technical and Adult Education
WIN . . . . Work Incentive Program
WPC . . . . Water Pollution Control
WSES . . . Wisconsin State Employment Service
YOC . . . . Youth Opportunity Center

Source: WISCONSIN COMPREHENSIVE MANPOWER PLAN, FY 1971, Part B.

Initial Vocational Training--Consists of institutional vocational training preparing individuals for employment in career ladder jobs. Training is directed essentially at youth. This type of training is essentially covered by the senior year secondary school vocational training programs, and by the fulltime programs consisting of one-year diploma, two-year diploma, and the Associate Degree Programs offered by the Wisconsin VTAE Schools.

Upgrading and Retraining--This is institutional vocational instruction directed at essentially employed persons whose jobs may be adversely affected by future technological change, or who are in need of new or upgraded skills. This activity is essentially carried out in VTAE short course (parttime programs).

On-The-Job Training Services--Training on job site in career ladder occupations. Specific programs vary in extent of coupled classroom training and the degree of government financial support. Programs include Apprenticeship, MDTA-OJT, MDTA-OJT Coupled, and NAB-JOBS. Other informal on-the-job training situations such as exist within Community Action Agencies may be included if the training is career ladder oriented.

Occupational Training--To provide occupational training and supportive services for the unemployed and underemployed who cannot obtain appropriate fulltime employment without training.

Work Experience Services--Includes work training programs for unemployed or underemployed low-income individuals. Work opportunities inherent in such programs provide individuals with income necessary to maintain themselves until completing their secondary education or acquiring permanent jobs.

Career Orientation--Organized, structured exploration of interests and abilities of students related to the real world of work.

Work Orientation--A short-term program providing individuals with information about work habits, employer-employee relationships, grooming, etc.

Assessment and Counseling Services--Those services above and beyond the initial intake interview which are aimed at providing a comprehensive or in depth determination of individual abilities and needs in relation to potential job realization.

Vocational Rehabilitation Services--A range of formal habilitative and rehabilitative services provided to individuals with vocationally handicapping conditions; such as physical, emotional, psychological and behavioral problems.

Basic Education--Consists of the fundamentals--reading, writing, and arithmetic.

High School Equivalency Services--Includes programs which offer basic education and other courses to prepare individuals for a GED (general educational development) exam in which a passing score results in the granting of the high school equivalency certificate.

Job Placement Services--Those placement or placement assistance services rendered to job ready individuals.

Transportation Assistance--Providing fare for cab, bus, etc., or the actual transporting of a client by a member of an agency.

Child Care Service--The provision of child care services for children in a center or in the home at little or no expense to the parent.

Medical Assistance--This is either care given by personnel on your staff or payments made to others for such services rendered. This includes medical and dental care.

Financial Assistance--A direct payment to the client such as welfare payment, MDTA allowance, etc., and which the client is not bound to spend for a specific purpose.

Outreach--Reflects a response to the need of seeking out individuals within their own environment and informing them of or referring them to manpower services.

Job Coaching--Assisting an individual in making adjustments on the job.

lent Report — *Part B Disadvantaged and Handicapped*
PART 102B SPECIAL NEEDS
VE-17) 4-72

APPENDIX C
PART 1

(A) Project #
(B) Location#
(C) Social Security#

ast Name	**First Name**	**Initial**	**(E) City**	**County**	**Code**	**Zip Code**

ntry Date
o. Yr.

eferral Source
0 Correctional Organizations
1. Community Action Program
2. Wisconsin State Employment Service
3. Vocational Rehabilitation
4. County Department of Public Welfare
5. United Migrant Opportunity
6. Self
7. Other Individual
8. Other
9. Not Available

ex
1. Male
2. Female

ace
1. White
2. Black
3. American Indian
4. Oriental
5. Other

panish Surname
1. Yes
2. No

ate of Birth
Mo. Yr.
Not Available

ducational Level Completed At Entry)
01. 0-4 Grade
02. 5-8 Grade
03. 9-11 Grade
04. Completed High School
09. Not Available

andicapped
00 None
10 Visual
20 Hearing Impaired
21 Deafness
30 Speech Impaired
40 Crippled
41 Health Impaired
50 Mentally Retarded-Educable
51 Mentally Retarded-Trainable
52 Emotionally Disturbed
80 Other
90 Not Available

eteran
1. Yes
2. No
9. Not Available

(O) Work Status
☐ 1. Wage or Salaried Worker (Competitive Labor Market)
☐ 2. Self-Employed
☐ 4. Working (Stipended)
☐ 5. Not Working
☐ 9. Not Available

(P) ☐☐☐ Weekly Earnings

(Q) ☐☐ Number of Dependents

(R) ☐☐ Total Number in Family

(S) Monthly Family Income
☐ 0 $ 0.00 – 149.99
☐ 1. $150.00 – 199.99
☐ 2. $200.00 – 249.99
☐ 3. $250.00 – 299.99
☐ 4. $300.00 – 349.99
☐ 5. $350.00 – 399.99
☐ 6. $400.00 – 449.99
☐ 7. $450.00 – 499.99
☐ 8. $500.00 – OVER
☐ 9. Not Available

(T) Public Assistance Types
☐ 0 None
☐ 1. Old Age Assistance (OAA)
☐ 2. Aid to the Blind (AB)
☐ 3. Aid to the Permanently & Totally Disabled (APTD)
☐ 4. Aid to Families with Dependent Children (AFDC)
☐ 5. General Assistance Only (GA)
☐ 6. AFDC in Combination with Other Type(s)
☐ 7. Any other Combination of Above Type(s)
☐ 8. Types not Known
☐ 9. Not Available

(U) ☐☐☐ Monthly Amount of P.A.

(V) Number of Years on Public Assistance
☐ 0 Not Receiving Public Assistance
☐ 1. Less than Six Months
☐ 2. Six Months but less than one year
☐ 3. One year but less than two
☐ 4. Two years but less than three
☐ 5. Three years but less than four
☐ 6. Four years but less than five
☐ 7. Five years or more
☐ 9. Not available

dent Report — *Part B Disadvantaged and Handicapped*
-VE-17) 4-72 ***PART 102B SPECIAL NEEDS***

PART 2

(A) Project #
(B) Location#
(C) Social Security#

Last Name **First Name** **Initial**

(E) City **County** **Code** **Zip Code**

Non-Industrial Occupations

Architecture & Engineering
00 Architecture - Engineering
02 Math, Physical Sciences
04 Life Sciences
05 Social Sciences
07 Medicine, Health
09 Education
10 Museum, Library, Archival Science
11 Law and Jurisprudence
12 Religion Theology
13 Writing
14 Art
15 Entertainment, Recreation
16 Administration Specializations
18 Managers & Officials N.E.C.
19 Misc., Prof., Teaching and Managerial

Clerical and Sales Occupations
20 Steno, Typing, Filing Etc.
21 Computing, Accounting, Recording
22 Material, Product Recording
23 Info. & Message Distribution
24 Misc. Clerical
25 Salesmen, Sales Persons
29 Merchandising

Service Occupations
30 Domestic Service
31 Food, Beverage, Prep. & Service
32 Lodging Services
33 Barbering, Cosmetology
34 Amusement & Recreation
35 Misc. Personal Service
36 Apparel, Furnishings
37 Protective Service
38 Building

Farming, Fishery, Forestry & Related
40 Plant Farming
41 Animal Farming
42 Misc. Farming
43 Fishery
44 Forestry
45 Hunting, Trapping
46 Agricultural

Industrial Occupations

5x Metal Processing Occupations
51 Metal Processing - Skilled
54 Metal Processing - Semi-Skilled
58 Metal Processing - Unskilled

6x Machine Trades Occupation
61 Metal Machining - Skilled
64 Metal Machining - Semi-Skilled
68 Metal Machining - Unskilled

7x Bench Work Occupations
71 Fabrication, Assembly & Repair-Skilled
74 Fabrication, Assembly & Repair-Semi-skilled

8x Structural Work Occupations
81 Metal Fabricating - Skilled
84 Metal Fabricating - Semi-Skilled
88 Metal Fabricating - Unskilled

9x Miscellaneous
91 Miscellaneous Work - Skilled
94 Miscellaneous Work - Semi-Skilled
98 Miscellaneous Work - Unskilled

Special Occupation
99 Not Elsewhere Classified

(F) Termination Date
Mo. Yr.

(G) Special Services

Hours ☐☐☐☐ 1. Student Services (Includes Recruiting, Counseling Guidance, Job Placement, Follow-up)

Hours ☐☐☐☐ 2. Additional Services (Includes Transportation Coaching, Reader/Interpreter, Tutor, Special Instructional Materials or Equipment)

Hours ☐☐☐☐ 3. Special Programs (Includes Orientation, Remedial Education, Pre-Vocational or Pre-Technical Programs)

(H) Project Objectives Completed
☐ 01 Yes
☐ 99 No – if no, reason
  ☐ 01 To take a job (unemployed when entered)
  ☐ 02 To take a better job (employed when entered)
  ☐ 03 Enter another training program
  ☐ 04 Met personal objective
  ☐ 05 Lack of interest
  ☐ 06 Health problems
  ☐ 07 Transportation problems
  ☐ 08 Child care problems
  ☐ 09 Family problems
  ☐ 10 Timeclasses scheduled
  ☐ 11 Terminated classes/program
  ☐ 12 Other known reasons
  ☐ 13 Unknown reasons
  ☐ 14 Finanical Problems

(I) Work Status After Termination (30 Days)
☐ 1. Wage or Salaried Worker (Competitive Labor Market)
☐ 2. Self-Employed
☐ 4. Working (Stipended)
☐ 5. Not Working
☐ 9. Not Available

(J) ☐☐☐ Weekly Earnings

(K) ☐☐ Occupation (30 Days after Termination)

(L) Public Assistance Types
☐ 0 None
☐ 1. Old age assistance (OAA)
☐ 2. Aid to the Blind (AB)
☐ 3. Aid to the permanently & totally disabled (APTD)
☐ 4. Aid to families with dependent children (AFDC)
☐ 5. General Assistance Only (GA)
☐ 6. AFDC in combination with other type(s)
☐ 7. Any other combination of above type(s)
☐ 8. Type not known
☐ 9. Not Available

(M) ☐☐☐ Monthly amount of P.A.

lent Report — *Part B Disadvantaged and Handicapped*

VE-171 4-72

PART 102B SPECIAL NEEDS

PART 3

(A) Project #

(B) Location#

(C) Social Security#

ast Name **First Name** **Initial** **(E) City** **County** **Code** **Zip Code**

ntry Date
lo. Yr.

eferral Source
0 Correctional Organizations
1. Community Action Program
2. Wisconsin State Employment Service
3. Vocational Rehabilitation
4. County Department of Public Welfare
5. United Migrant Opportunity
6. Self
7. Other Individual
8. Other
9. Not Available

ex
1. Male
2. Female

ace
1. White
2. Black
3. American Indian
4. Oriental
5. Other

panish Surname
1. Yes
2. No

ate of Birth
Mo. Yr.
Not Available

ducational Level Completed (At Entry)
01. 0-4 Grade
02. 5-8 Grade
03. 9-11 Grade
04. Completed High School
09. Not Available

andicapped
00 None
10 Visual
20 Hearing Impaired
21 Deafness
30 Speach Impaired
40 Crippled
41 Health Impaired
50 Mentally Retarded-Educable
51 Mentally Retarded-Trainable
52 Emotionally Distu.hed
80 Other
90 Not Available

eteran
1. Yes
2. No
9. Not Available

(O) Work Status
☐ 1. Wage or Salaried Worker (Competitive Labor Market)
☐ 2. Self-Employed
☐ 4. Working (Stipended)
☐ 5. Not Working
☐ 9. Not Available

(P) ☐☐☐ Weekly Earnings

(Q) ☐☐ Number of Dependents

(R) ☐☐ Total Number in Family

(S) Monthly Family Income
☐ 0 $ 0.00 – 149.99
☐ 1. $150.00 – 199.99
☐ 2. $200.00 – 249.99
☐ 3. $250.00 – 299.99
☐ 4. $300.00 – 349.99
☐ 5. $350.00 – 399.99
☐ 6. $400.00 – 449.99
☐ 7. $450.00 – 499.99
☐ 8. $500.00 – OVER
☐ 9. Not Available

(T) Public Assistance Types
☐ 0 None
☐ 1. Old Age Assistance (OAA)
☐ 2. Aid to the Blind (AB)
☐ 3. Aid to the Permanently & Totally Disabled (APTD)
☐ 4. Aid to Families with Dependent Children (AFDC)
☐ 5. General Assistance Only (GA)
☐ 6. AFDC in Combination with Other Type(s)
☐ 7. Any other Combination of Above Type(s)
☐ 8. Types not Known
☐ 9. Not Available

(U) ☐☐☐ Monthly Amount of P.A.

(V) Number of Years on Public Assistance
☐ 0 Not Receiving Public Assistance
☐ 1. Less than Six Months
☐ 2. Six Months but less than one year
☐ 3. One year but less than two
☐ 4. Two years but less than three
☐ 5. Three years but less than four
☐ 6. Four years but less than five
☐ 7. Five years or more
☐ 9. Not available

(F) Termination Date
Mo. Yr.

(G) Special Services

Hours ☐☐☐☐ 1. Student Services (Includes Recruiting, Counseling Guidance, Job Placement, Follow-up)

Hours ☐☐☐☐ 2. Additional Services (Includes Transportation Coaching, Reader/Interpreter, Tutor, Special Instructional Materials or Equipment)

Hours ☐☐☐☐ 3. Special Programs (Includes Orientation, Remedial Education, Pre-Vocational or Pre-Technical Programs)

(H) Project Objectives Completed
☐ 01 Yes
☐ 99 No – if no, reason
  ☐ 01 To take a job (unemployed when entered)
  ☐ 02 To take a better job (employed when entered)
  ☐ 03 Enter another training program
  ☐ 04 Met personal objective
  ☐ 05 Lack of interest
  ☐ 06 Health problems
  ☐ 07 Transportation problems
  ☐ 08 Child care problems
  ☐ 09 Family problems
  ☐ 10 Timeclasses scheduled
  ☐ 11 Terminated classes/program
  ☐ 12 Other known reasons
  ☐ 13 Unknown reasons
  ☐ 14 Finanical Problems

(I) Work Status After Termination (30 Days)
☐ 1. Wage or Salaried Worker (Competitive Labor Market)
☐ 2. Self-Employed
☐ 4. Working (Stipended)
☐ 5. Not Working
☐ 9. Not Available

(J) ☐☐☐ Weekly Earnings

(K) ☐☐ Occupation (30 Days after Termination)

(L) Public Assistance Types
☐ 0 None
☐ 1. Old age assistance (OAA)
☐ 2. Aid to the Blind (AB)
☐ 3. Aid to the permanently & totally disabled (APTD)
☐ 4. Aid to families with dependent children (AFDC)
☐ 5. General Assistance Only (GA)
☐ 6. AFDC in combination with other type(s)
☐ 7. Any other combination of above type(s)
☐ 8. Type not known
☐ 9. Not Available

(M) ☐☐☐ Monthly amount of P.A.

dent Report — *Part B Disadvantaged and Handicapped*

PART 102B SPECIAL NEEDS

·VE-171 4-72

PART 4

(A) Project #

(B) Location#

(C) Social Security#

Last Name	First Name	Initial	(E) City	County	Code	Zip Code

Entry Date
Mo. Yr.

Referral Source
- 0 Correctional Organizations
- 1. Community Action Program
- 2. Wisconsin State Employment Service
- 3. Vocational Rehabilitation
- 4. County Department of Public Welfare
- 5. United Migrant Opportunity
- 6. Self
- 7. Other Individual
- 8. Other
- 9. Not Available

Sex
- 1. Male
- 2. Female

ace
- 1. White
- 2. Black
- 3. American Indian
- 4. Oriental
- 5. Other

panish Surname
- 1. Yes
- 2. No

Date of Birth
Mo. Yr.
Not Available

Educational Level Completed At Entry)
- 01. 0-4 Grade
- 02. 5-8 Grade
- 03. 9-11 Grade
- 04. Completed High School
- 09. Not Available

Handicapped
- 00 None
- 10 Visual
- 20 Hearing Impaired
- 21 Deafness
- 30 Speach Impaired
- 40 Crippled
- 41 Health Impaired
- 50 Mentally Retarded-Educable
- 51 Mentally Retarded-Trainable
- 52 Emotionally Disturbed
- 80 Other
- 90 Not Available

Veteran
- 1. Yes
- 2. No
- 9. Not Available

(O) Work Status
- ☐ 1. Wage or Salaried Worker (Competitive Labor Market)
- ☐ 2. Self-Employed
- ☐ 4. Working (Stipended)
- ☐ 5. Not Working
- ☐ 9. Not Available

(P) ☐☐☐ Weekly Earnings

(Q) ☐☐ Number of Dependents

(R) ☐☐ Total Number in Family

(S) Monthly Family Income
- ☐ 0 $ 0.00 – 149.99
- ☐ 1. $150.00 – 199.99
- ☐ 2. $200.00 – 249.99
- ☐ 3. $250.00 – 299.99
- ☐ 4. $300.00 – 349.99
- ☐ 5. $350.00 – 399.99
- ☐ 6. $400.00 – 449.99
- ☐ 7. $450.00 – 499.99
- ☐ 8. $500.00 – OVER
- ☐ 9. Not Available

(T) Public Assistance Types
- ☐ 0 None
- ☐ 1. Old Age Assistance (OAA)
- ☐ 2. Aid to the Blind (AB)
- ☐ 3. Aid to the Permanently & Totally Disabled (APTD)
- ☐ 4. Aid to Families with Dependent Children (AFDC)
- ☐ 5. General Assistance Only (GA)
- ☐ 6. AFDC in Combination with Other Type(s)
- ☐ 7. Any other Combination of Above Type(s)
- ☐ 8. Types not Known
- ☐ 9. Not Available

(U) ☐☐☐ Monthly Amount of P.A.

(V) Number of Years on Public Assistance
- ☐ 0 Not Receiving Public Assistance
- ☐ 1. Less than Six Months
- ☐ 2. Six Months but less than one year
- ☐ 3. One year but less than two
- ☐ 4. Two years but less than three
- ☐ 5. Three years but less than four
- ☐ 6. Four years but less than five
- ☐ 7. Five years or more
- ☐ 9. Not available

(F) Termination Date
Mo. Yr.

(G) Special Services

Hours ☐☐☐☐ 1. Student Services (Includes Recruiting, Counseling Guidance, Job Placement, Follow-up)

Hours ☐☐☐☐ 2. Additional Services (Includes Transportation Coaching, Reader/Interpreter, Tutor, Special Instructional Materials or Equipment)

Hours ☐☐☐☐ 3. Special Programs (Includes Orientation, Remedial Education, Pre-Vocational or Pre-Technical Programs)

(H) Project Objectives Completed
- ☐ 01 Yes
- ☐ 99 No – if no, reason
  - ☐ 01 To take a job (unemployed when entered)
  - ☐ 02 To take a better job (employed when entered)
  - ☐ 03 Enter another training program
  - ☐ 04 Met personal objective
  - ☐ 05 Lack of interest
  - ☐ 06 Health problems
  - ☐ 07 Transportation problems
  - ☐ 08 Child care problems
  - ☐ 09 Family problems
  - ☐ 10 Timeclasses scheduled
  - ☐ 11 Terminated classes/program
  - ☐ 12 Other known reasons
  - ☐ 13 Unknown reasons
  - ☐ 14 Finanical Problems

(I) Work Status After Termination (30 Days)
- ☐ 1. Wage or Salaried Worker (Competitive Labor Market)
- ☐ 2. Self-Employed
- ☐ 4. Working (Stipended)
- ☐ 5. Not Working
- ☐ 9. Not Available

(J) ☐☐☐ Weekly Earnings

(K) ☐☐ Occupation (30 Days after Termination)

(L) Public Assistance Types
- ☐ 0 None
- ☐ 1. Old age assistance (OAA)
- ☐ 2. Aid to the Blind (AB)
- ☐ 3. Aid to the permanently & totally disabled (APTD)
- ☐ 4. Aid to families with dependent children (AFDC)
- ☐ 5. General Assistance Only (GA)
- ☐ 6. AFDC in combination with other type(s)
- ☐ 7. Any other combination of [illegible] type(s)
- ☐ 8. Type not known
- ☐ 9. Not Available

(M) ☐☐☐ Monthly amount of P.A.

RECOMMENDATIONS

If this assessment of Wisconsin's Vocational, Technical and Adult Education programs for the disadvantaged and handicapped has made one thing clear, it is that the 1968 Amendments have had a substantial effect on increasing the number of people served and on broadening the number of programs available to meet special needs. The Wisconsin State Board of Vocational,Technical and Adult Education has been particularly responsive to the intent of the Amendments and the mandate of the National Advisory Council that state vocational systems reach out to people with special needs and offer them relevant programs. It is in the light of this effort and with an awareness of the newness of many special needs programs that the following recommendations are written. The intent of this assessment is to provide a basis from which to strengthen, expand, and encourage the development of vocational programs and employment opportunities for Wisconsin's handicapped and disadvantaged citizens.

The major focus of this study is on vocational programs offered under the 1968 Amendments. Where appropriate, other agencies and programs have been included in order to give the fullest possible picture of the State Board's efforts in the area of special needs.

For the most part, recommendations have been developed from considerations found in the study. Others, though not necessarily supported by data in the report, may reflect the observations of the Council.

While the members of the Advisory Council suggested a number of changes which have been incorporated into the report, the study, except for the recommendations, may not be compatible in all details with the Council members' views collectively or with the views of any one member. The recommendations, however, have been considered and endorsed by the Council as a whole.

Recommendations are followed by a short descriptive explanation intended to clarify or provide a rationale for the recommendation.

Recommendation 1

That ear-marked state vocational education funds be made available on a top priority basis for the support of programs and services for the disadvantaged and handicapped.

Statement: Present support for programs and services with special emphasis for the disadvantaged and handicapped is made available through federal funds designated specifically for this purpose. In view of the magnitude of the job to be done, it seems imperative that federal funds be supplemented by ear-marked state funds.

Recommendation 2

That specific state funds be appropriated for vocational education programs at the secondary level to promote the much needed expansion of programs for handicapped and disadvantaged students.

Statement: Currently the only funds available to promote vocational programs at the secondary level are federal funds, since state funds are not specifically appropriated for this purpose. Federal funds must cover most of the administrative cost of the vocational education staff in the Department of Public Instruction as well as reimbursement of local programs. Meeting the vocational needs of the disadvantaged and handicapped is dependent on the broad development of vocational program offerings at the secondary level. While reimbursement rates from federal funds pay a reasonable share of the cost of currently existing programs, only a fraction of the total state need is being met. As enrollments of persons with special needs increases, it would seem essential that specific state funds be appropriated for the expansion of secondary vocational programs.

Recommendation 3

That each district establish local priorities and program commitments to effectively serve the needs of its handicapped and disadvantaged students.

Statement: Services to handicapped and disadvantaged students are often considered high cost programs and are therefore relegated a low priority in local funding and programming. Improved services often depend on resources other than local funding. This recommendation urges that local districts review their priorities to assure that students with special needs are appropriately served.

Recommendation 4

That needed supportive services, facilities, and curricular modifications be provided to handicapped and disadvantaged students to enable them to succeed in regular vocational education programs in keeping with the intent of the 1968 Amendments.

Statement: 1968 Amendment funds are directed toward helping disadvantaged and handicapped students succeed in regular programs. Many of the innovative approaches developed through special programs for persons with special needs would make possible the serving of disadvantaged and handicapped if incorporated in regular programs. Many persons who are disadvantaged and handicapped, from both rural and urban areas, are prevented from participating in vocational programs because they need medical attention and counseling, have transportation and housing problems and lack subsistence funds. Many factors impinge on their ability to attend and complete vocational programs. To provide these needed services, it is strongly urged that cooperation and coordination between agencies involved in offering services to persons with special needs be increased.

Recommendation 5

That articulation between the Department of Public Instruction and the State Board be increased to ensure that vocational programming for handicapped and disadvantaged students is continuous and meaningful.

Statement: Programs for persons with special needs should be coordinated between high schools and post secondary vocational schools. A planned transition for handicapped and disadvantaged students from high school vocational programs into post secondary vocational and technical programs should be encouraged. For those presently outside the vocational system, open admission, flexibility in scheduling and individually paced programs are important.

Recommendation 6

That sufficient funds be included in the budget of the State Board and the Department of Public Instruction to allow vocational education consultants to fulfill their responsibilities toward schools with vocational programs for the handicapped and disadvantaged.

Statement: State vocational education consultants are involved in the development and sound management of special needs programs. Since they review project applications, assist programs and provide evaluations, their role is crucial in balancing state and local priorities for the handicapped and disadvantaged. Responses from district directors and local vocational education coordinators indicate they would like to see additional site visitation and supervision of special programs. In the light of current and predicted increases in the number of special programs and enrollments, fulfilling this responsibility in a meaningful way will become increasingly difficult unless sufficient staff and funds are provided.

Recommendation 7

That secondary programs for the disadvantaged be carefully evaluated to assure that students will continue to receive the additional services they need to help them succeed in regular vocational programs.

Statement: At present, federal funds are used to support secondary programs with enrollments of sixty percent or more disadvantaged. Evaluation of these programs is currently the responsibility of occupational area consultants. In order to assure that disadvantaged students in these programs are receiving additional services to help them succeed in the regular programs, it is suggested that evaluation efforts be carefully coordinated between occupational area consultants and the special needs consultant.

Recommendation 8

That the State Board and the Division of Vocational Rehabilitation assign a staff specialist to maintain liaison and implement programs and services required for the disadvantaged and the handicapped.

Statement: Each year many handicapped students leave the public schools without a clearly defined transitional program which would encourage them to participate in adult continuing education activities. To assure that they are identified and that effective statewide programs are developed to provide them with vocational training and employment, a state staff specialist with knowledge, expertise and experience in training the handicapped for jobs is needed to articulate with other agencies and to assume responsibility for the development of relevant programs.

Recommendation 9

That efforts should be made to ensure a comprehensive program be developed and that the project method enhance the delivery of services to persons with special needs.

Statement: The categorical nature of funding through the project method under the 1968 Amendments creates a burden for local administrators, since projects must be written to cover specific parts of the Act. Funds cannot be co-mingled. Assuming that the individual is most important, then a way should be found to develop a comprehensive project that would meet all his needs, from prevocational and remedial training, to skill training, to placement and follow up in the community.

Recommendation 10

That communication between all levels of personnel involved in offering vocational programs to the disadvantaged and handicapped be continual and expanded through (1) inservice training, (2) dissemination of information about special programs to both secondary and post secondary schools and (3) dissemination of the results of research and exemplary programs.

Statement: Continuous sharing of information about vocational programs for the handicapped and disadvantaged is essential to promote a feeling of common purpose throughout the state. In a program area characterized by innovation and experimentation at every level, inservice training can provide a valuable opportunity to learn what others are doing. The results of research and exemplary projects should be made available for utilization at the district level.

Recommendation 11

That guidelines be established relative to the qualifications of teachers who work with the handicapped and disadvantaged.

Statement: At present there are no agreed upon criteria to assess the qualifications of personnel who teach or are preparing to teach in vocational programs for the handicapped and disadvantaged. Post secondary schools generally have teachers with strong vocational backgrounds, but with minimal special education training. Secondary schools, on the other hand, generally have teachers with strong special education backgrounds, and minimal vocational experience outside of teaching. Teachers selection seems to be based primarily on proper attitudes and personal characteristics. While youth, empathy and enthusiasm are important qualities, consideration needs to be given to professional qualifications, prior vocational experience and special education training.

Recommendation 12

That the use of indigenous, non-professionals to increase the identification, recruitment and outreach of vocational programs into the community be continued and expanded.

Statement: A number of Wisconsin's vocational districts have experienced excellent success in the use of indigenous, non-professionals, usually people from the same backgrounds as those receiving training. Acting as outreach persons, counselor aides, and teacher aides, they have been able to identify, recruit and increase the staying capacity of many students who would normally not enter or would drop out of traditional programs. The expanded use of their services, expecially with inmates, dropouts, minority group members, the hard core unemployed and veterans, is strongly encouraged.

Recommendation 13

That secondary and post secondary schools actively help disadvantaged and handicapped students find employment in their communities.

Statement: Employability should be an integral part of education. Each secondary and post secondary school should provide disadvantaged and handicapped students with easy access to an employment counselor who can help them remove barriers to employment. To this end, continued job development and articulation with State Employment services, agencies, and employers to help special students enter the labor market, achieve job stability and prepare for advancement is strongly encouraged.

Recommendation 14

That the State Board and the Department of Public Instruction, in light of the recent critical report by the National Advisory Council on counseling and guidance, review and strengthen its vocational counseling and guidance programs for members of minority populations, for handicapped persons, for adults, for correctional institution inmates, and for veterans.

Statement: Both district directors and local vocational education coordinators recommended that strong emphasis be placed on vocational guidance services for persons with special needs. Counselors should have a thorough knowledge of vocational education, be aware of the training and employment possibilities for specific handicapped and disadvantaged groups, and be far more actively involved in the development of on-the-job training and employment opportunities in the local community.

Recommendation 15

That the handicapped and disadvantaged be properly considered in the development of career education programs in Wisconsin.

Statement: Career education has preventative implications for persons with special needs in that it will permit the early identification and remediation of the causes of disadvantagement or handicapping. A consistently planned and articulated program for the student beginning at the elementary school level should assure that he is not pushed or dropped out of the vocational program of his choice.

Recommendation 16

That the newly developing post secondary computer based reporting system for handicapped and disadvantaged students enrolled in federal projects receive the full support of the State Board for its earliest possible implementation and expansion.

Statement: Reporting in the area of special needs has been plagued with difficulties mainly because people differ in their interpretations of who is disadvantaged or handicapped. Data provided through the new student accounting system will be valuable for planning purposes at the state level and useful in providing appropriate programs at the district level. Among the major advantages of the system is that it will provide periodic follow up information on all handicapped and disadvantaged students enrolled in federally supported vocational programs.

Recommendation 17

That further studies be undertaken to provide a more in depth understanding of the role of Wisconsin's vocational, technical and adult education system in delivering programs to persons with special needs.

Statement: Further in depth studies of a number of aspects of the delivery system for persons with special needs would seem desirable to complement this broad assessment. Among the more important concerns which need to be examined are: (1) ways to improve supportive services, such as, transportation which inhibits the delivery of programs, (2) the function and role of vocational counseling, (3) the types of teaching methods and materials which are most effective, (4) the relationship of basic educational skills to occupational skills, (5) the function of work experience in the total educational program, (6) the adequacy of current placement services, (7) the development of a model for the evaluation and follow up of special needs trainees, (8) an analysis of state job development efforts directly related to the handicapped and disadvantaged, (9) the relationship between the delivery of programs on the secondary and post secondary levels and (10) ways of increasing individual and community involvement in the development and planning of vocational programs.

Recommendation 18

That Wisconsin's significant and encouraging growth in vocational programs for persons with special needs be made known to all citizens of the state to encourage their active participation and support.

Statement: Expansion of vocational programs in Wisconsin to a wide variety of special target groups--welfare recipients, inmates of correctional institutions, Blacks, Indians, and Spanish speaking, returning veterans, the mentally retarded and other handicapped individuals--has been one of the most remarkable accomplishments of Wisconsin's vocational education in the last decade. Two recent publications, SERVICES TO PERSONS WITH SPECIAL NEEDS (1971) and SERVICES TO INDIANS BY THE WISCONSIN SYSTEM OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION (to be published), are important beginning steps in making vocational programs known throughout the state. These activities should continue and other avenues should be explored to communicate the success of Wisconsin's vocational programs for students with special needs.